

# Evaluation of P5 Implementation in Supporting STEM-based Learning at Vocational Schools using the CIPP Model

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**Abstract:** This article evaluates the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMK Negeri 1 Suliki within the framework of the Kurikulum Merdeka. The study aims to assess the alignment of P5 execution with official educational guidelines and identify challenges in its implementation. Utilizing a descriptive qualitative method, data were collected through interviews, observations, and documentation from 158 students and key stakeholders, applying the CIPP evaluation model (Context, Input, Process, Product). The findings reveal a strong alignment between P5 objectives and the school's vision, yet highlight significant challenges, including limited teacher understanding, inadequate resources, and inconsistent student engagement. The study also highlights the role of P5 activities in fostering competencies related to STEM-based learning approaches, crucial for preparing vocational students for 21st-century challenges. Recommendations for improvement include enhanced educator training, resource allocation, and fostering a supportive school culture. This evaluation provides a comprehensive overview of P5 implementation, contributing to the ongoing discourse on educational quality in vocational schools.

**Keywords:** Educational Evaluation; Pancasila Student Profile; Vocational Education

## Introduction

The Ministerial Decree of Education, Research, and Technology No. 56/M/2022 on the Guidelines for Curriculum Implementation in the Context of Learning Recovery states that the Pancasila Student Profile Strengthening Project (P5) is a co-curricular, project-based activity designed to reinforce competency and character development aligned with the Pancasila Student Profile (Hidayah & Khotimah, 2024). In this context, the Pancasila Student Profile outlines a set of competencies that complement the achievement of Graduate Competency Standards at each level of education by fostering character traits that reflect Pancasila values (Nurislamiah et al., 2024). These competencies consider internal factors related to national identity, ideology, and aspirations, as well as external factors associated with contemporary

challenges in the 21st century and the Industrial Revolution 4.0 (Fitri et al., 2025).

The Pancasila Student Profile consists of six key dimensions, which are interconnected and mutually reinforcing (Wulandari et al., 2024). A holistic implementation of P5 requires the simultaneous development of all these dimensions, which include: (1) Faith in God Almighty and noble character, (2) Global diversity, (3) Cooperation, (4) Independence, (5) Critical thinking, and (6) Creativity (Studi et al., 2024). The introduction of the Kurikulum Merdeka, as stipulated in Ministerial Regulation No. 12 of 2024, aims to establish meaningful and effective learning processes that enhance faith, piety, and noble character while fostering creativity, emotional intelligence, and lifelong learning among students in accordance with the Pancasila Student Profile (Muin, 2024).

The curriculum structure includes intrakurikuler (intracurricular), kokurikuler (co-curricular), and, where

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applicable, ekstrakurikuler (extracurricular) activities tailored to the characteristics of each educational institution (Ribisi et al., 2024). Co-curricular activities are explicitly defined as learning activities designed to strengthen, deepen, and enrich intrakurikuler activities, particularly in terms of character and competency development. Among these, P5 stands out as a core co-curricular activity aimed at bridging education with real-life contexts, requiring sufficient resources and well-structured implementation (Prasetyowati et al., 2024).

SMK Negeri 1 Suliki is one of the vocational high schools that has implemented the Kurikulum Merdeka since the 2022/2023 academic year. The curriculum at SMK Negeri 1 Suliki includes the school's vision, mission, objectives, program structure, learning implementation strategies, assessment frameworks, P5 implementation plans, academic calendar, and lesson planning. The time allocation for P5 activities at this institution is structured as follows: 288 instructional hours (JP) for Grade X, 144 JP for Grade XI, and 32 JP for Grade XII per academic year. The implementation follows a block system, meaning that P5 is conducted in dedicated periods scheduled for three consecutive weeks.

Preliminary observations and document analysis indicate several challenges in the execution of P5 at SMK Negeri 1 Suliki. Among the key issues identified are the lack of coordination among teachers assigned to implement P5, limited teacher understanding of P5 methodologies, absence of school-developed P5 modules, inconsistent selection of project themes, and inadequate student learning outcome reports related to P5. Furthermore, students demonstrate a lack of enthusiasm in participating in P5 activities.

Given that SMK Negeri 1 Suliki has implemented the Kurikulum Merdeka for two academic years, a comprehensive evaluation of P5 implementation is necessary. This evaluation aims to assess the alignment of P5 execution with the official guidelines set by the Ministry of Education, Research, and Technology. The findings of this evaluation will provide a clear description of the current state of P5 implementation and offer recommendations for future improvements.

Furthermore, as vocational education increasingly emphasizes STEM competencies (Science, Technology, Engineering, and Mathematics), the implementation of P5 must be evaluated not only in character building but also in its contribution to developing students' STEM-related skills.

## Method

The research employs a descriptive qualitative method to provide an in-depth analysis of the natural

conditions of P5 implementation at SMK Negeri 1 Suliki. This approach allows for the collection of descriptive data in both verbal and written forms from respondents, ensuring an objective representation of the phenomenon under study. The study was conducted at SMK Negeri 1 Suliki, involving 158 students from grades X and XI as research subjects, with the implementation of P5 as the primary focus. The evaluation also explored how P5 activities potentially support the development of STEM-related competencies among vocational students.

The research utilized the CIPP evaluation model (Context, Input, Process, Product) to assess the P5 program comprehensively (Ambiyar & Dewi, 2019). Data collection was carried out through interviews, observations, and documentation. Interviews were conducted with 29 respondents, including the principal, vice principal for curriculum, P5 coordinators, educators, and students, using purposive and snowball sampling techniques to ensure information saturation. Observations were performed to directly examine program activities, processes, and interactions, employing checklists and open notes as recording tools. Documentation analysis was used to gather relevant records, including reports, images, and other materials that reflect the implementation of P5.

Data analysis followed Miles and Huberman's framework, involving data collection, reduction, presentation, and conclusion drawing. Initial data were organized and classified based on sources, followed by a reduction process to refine essential information. The refined data were then presented systematically to ensure clarity and validity before drawing final conclusions that address the research objectives. The study was conducted from July 2 to November 30, 2024, during the first semester of the academic year 2024/2025.

## Result and Discussion

### Result

#### *Results of Context Evaluation*

The context evaluation of the Penguatan Profil Pelajar Pancasila (P5) program at SMK Negeri 1 Suliki highlights a strong alignment between the program's goals and the school's vision and mission. Interviews with key stakeholders, including the Principal and Curriculum Vice-Principal, emphasized that the main objective of the P5 program is to foster students who are not only academically proficient but also exhibit strong character, ethical values, and the capacity to adapt to both professional and everyday life challenges. This holistic approach mirrors the school's mission to develop human resources who are virtuous, intelligent, independent, and competitive. By embedding the P5 program into the core of the school's educational

strategy, SMK Negeri 1 Suliki seeks to create graduates who are well-rounded, prepared to navigate the complexities of a globalized world while upholding the values of Pancasila. One of the key components of the P5 program is its emphasis on project-based learning (PjBL), which facilitates the development of critical competencies such as problem-solving, collaboration, creative thinking, and communication.

This pedagogical approach ensures that students are actively engaged in the learning process, moving beyond passive memorization to gain practical, real-world skills. These competencies are not only aligned with the requirements of the 21st-century workforce but also essential for nurturing responsible global citizens who can contribute meaningfully to their communities. In line with this, the P5 program encourages students to integrate Pancasila values into their everyday lives, ensuring that the learning process is deeply rooted in real-world contexts and social issues.

In terms of preparation and implementation, the school has undertaken a structured and systematic approach to ensure the success of the P5 program. Interviews with the Principal and the Vice-Principal of Curriculum highlighted several key preparatory steps, including the careful selection of themes each year, the creation of an implementation team, and the allocation of time and financial resources. This strategic planning is critical in ensuring that the program operates smoothly and effectively across all levels of the school. Furthermore, the school has established clear roles for educators, ensuring that each teacher is adequately trained to execute project-based activities that align with the program's goals. This emphasis on professional development ensures that teachers are well-equipped to facilitate learning experiences that foster the growth of both students' competencies and character.

Another significant aspect of the program is the emphasis on fostering a supportive school culture that is conducive to the values and objectives of P5. The Principal and Vice-Principal underscored the importance of building a collaborative school environment where all stakeholders—students, teachers, and the broader community—are actively engaged in the implementation of the program. Through this collaboration, the school has ensured that resources such as books, digital media, and practical tools are available to support the program's activities. Additionally, the school has allocated a specific budget for P5, providing the necessary financial backing to cover expenses related to the procurement of materials and resources. The clear communication of the program's objectives to both students and staff, as demonstrated by the positive feedback from students like Chelsy Silfiani, ensures that all parties are well-

informed and motivated to actively participate in the program's success.

The program's inclusive nature, targeting all students at SMK Negeri 1 Suliki, reflects the school's commitment to ensuring that every student, regardless of their background or prior knowledge, has the opportunity to benefit from the program. This inclusive approach not only allows for the development of students' academic abilities but also ensures that they are equipped with the moral and social competencies necessary to thrive in both local and global contexts. Through the integration of Pancasila values and the promotion of 21st-century competencies, the P5 program fosters students who are capable of navigating a complex world with empathy, responsibility, and critical thinking.

In summary, the context evaluation of the P5 program at SMK Negeri 1 Suliki shows that the program is aligned with the school's broader educational objectives and the national educational vision. The program is grounded in well-structured planning, resource allocation, and strong leadership support, ensuring its successful implementation. Furthermore, the program's emphasis on character building, project-based learning, and real-world application provides students with meaningful learning experiences that extend beyond the classroom, ultimately shaping them into well-rounded, competent, and socially responsible individuals.

#### *Result of Input Evaluation*

The success of the Pancasila Student Profile Strengthening (P5) program at SMK Negeri 1 Suliki hinges on the active participation of educators and educational staff, who play a vital role in its execution. Based on interviews with key stakeholders, it becomes clear that while most educators and staff possess a basic theoretical understanding of the P5 program, their ability to implement it effectively in the classroom is still lacking. According to the School Principal, Mr. Taifuri, although there is a widespread recognition of the P5 program's importance, it is mainly general subject teachers who are involved in the implementation. A key challenge identified is that many educators are not fully equipped with the skills necessary to manage and execute the program effectively, especially in integrating P5 into their daily teaching practices. This lack of preparedness is compounded by the fact that some educators have not received targeted training on how to implement P5 beyond its theoretical aspects.

To remedy this, the principal pointed out that professional development should be a priority for all educators, particularly for the coordinators and facilitators who directly oversee the P5 implementation. This development could take the form of hands-on

workshops, collaborative learning opportunities with other schools that have successfully implemented P5, and exposure to innovative teaching practices. By doing so, educators can not only gain technical skills but also better understand how to engage students with the program in a meaningful way. Similarly, the Vice-Principal for Curriculum, Mr. Muhammad Husni Ramadhan, emphasized that while the general understanding of P5 is present, the challenge lies in the application of this knowledge. The school needs to invest more in building the capacity of its educators to translate the theoretical framework into practical classroom actions.

The evaluation reveals that, despite the solid foundation of understanding among educators, there is still a substantial gap in the practical application of the P5 program. To address this issue, it is essential to focus on continuous professional development, which includes not only skill-building workshops but also opportunities for teachers to learn from their peers at schools with more advanced P5 implementations. Furthermore, creating a community of practice where educators can share their experiences, discuss challenges, and brainstorm solutions would significantly enhance the program's overall effectiveness.

In terms of procedural understanding, the P5 Coordinator, Mrs. Delfina Yandri, and facilitators such as Ms. Rini Silfia, demonstrated a clear grasp of the program's four-stage process: Introduction, Contextualization, Action, and Reflection. These stages represent the structured flow of P5, ensuring that students can progressively engage with the material. Each stage is designed to address specific learning outcomes that contribute to the holistic development of students. Moreover, most educators and facilitators confirmed they have been provided with the official P5 module developed according to central guidelines. This module serves as a comprehensive reference that guides educators through the implementation process, ensuring that they stay aligned with the program's goals, procedures, and desired outcomes.

**Table 1.** Strategy and Methodology for P5 Implementation

Strategy	Method
Encouraging student engagement	Project-based learning, both individual and collaborative projects
Identifying and addressing obstacles in P5 implementation	Project-based learning, both individual and collaborative projects
Involving parents and the school community	Focus on the process, not just the outcome
Periodic evaluation	Innovative learning methods

Despite the availability of the P5 module, the evaluation underscores the need for ongoing training to ensure that educators can effectively apply the knowledge. Access to well-structured resources like the P5 module is crucial, but these need to be complemented by practical training experiences and ongoing support. The lack of in-depth application training for educators is still a key obstacle, one that can be addressed by targeted professional development programs designed to build the necessary skills for the effective implementation of P5.

The school is on the right path by providing educators with structured resources, but it is clear that without continuous support, the program's full potential cannot be realized. Educators must be given the tools and confidence to not only understand the program's goals but also to apply them in a way that resonates with students and fosters their active participation. Through structured training, collaboration, and feedback from experienced schools, the educators at SMK Negeri 1 Suliki can improve their practical competence and, consequently, the quality of P5 implementation at the school.

#### *Result of Process Evaluation*

##### **1) Implementation and Schedule of the P5 Program**

The implementation of the Pancasila Student Profile Strengthening (P5) program at SMK Negeri 1 Suliki is supported by a well-organized schedule, ensuring that the program is executed in line with the set plan. According to interviews, the program's schedule is established through collaboration:

"P5's schedule for the year is determined by the school through deliberation" (Interview with the School Principal, Mr. Taifuri).

This was echoed by Mr. Husni Ramadhan, the Vice-Principal, who stated:

"The school has set the schedule for the implementation of the P5 program." (Interview with the Vice-Principal). Similarly, Facilitator Ms. Rini Silfia confirmed:

"Yes, the school sets the schedule for the implementation of the P5 program." (Interview with Facilitator, Ms. Rini Silfia).

The P5 schedule is carefully designed to ensure consistent execution of the program, outlining a structured plan that includes every phase, from planning to evaluation. The importance of this schedule cannot be overstated, as it ensures that each phase of the program can be completed on time, reflecting the school's commitment to the successful implementation of P5.

"The program's implementation adheres to the schedule about 75% of the time, due to some changes in school activities." (Interview with the Vice-Principal).



"The implementation is very accurate according to the set schedule." (Interview with Teacher, Ms. Engga Fitria).

"Every time it's scheduled, we carry it out." (Interview with Student, Alif Eldioveri).

"There are no issues with the timing; everything is carried out according to the time set together." (Interview with Student, Nabila).

Overall, the P5 program has been largely implemented according to schedule, with a 25% deviation caused by changes in the school's agenda. Despite this, both teachers and students agree that the program runs on time, reflecting strong coordination between all involved parties. Students also demonstrate their readiness to participate in activities according to the schedule, indicating that the program has become well-integrated into the regular learning routine.

The establishment of a P5 schedule by the school is key to the success of the program. While minor disruptions have occurred, the coordination among the school, teachers, and students ensures that the program proceeds as planned. This demonstrates the school's effort to maintain smooth program implementation, allowing for flexibility in adapting to changing circumstances.

## 2) Challenges in P5 Implementation

The implementation of the Pancasila Student Profile Strengthening (P5) program at SMK Negeri 1 Suliki faces several challenges that affect the smooth execution of activities. Based on interview results, the following issues have been identified:

"Not all teachers are actively involved, especially the general subject teachers." (Interview with School Principal, Mr. Taifuri).

"There are several challenges in the P5 implementation, including:

1. Some facilitators are absent due to illness or other activities.
2. The accompanying/facilitating teachers have not optimally used mentoring and assessment strategies.
3. Not all educators are actively involved in supporting the implementation of P5." (Interview with Vice-Principal).

Several challenges were identified during the implementation of the P5 program, including facilitator absences due to illness or other engagements, suboptimal use of mentoring and assessment strategies, and the limited involvement of some teaching staff. To address these, the school has revised the schedule to ensure all educators can participate, providing additional support to facilitators to strengthen their capacity.

Other challenges include insufficient teacher understanding, inadequate facilities, and lack of student motivation. Despite these issues, efforts to motivate students and increase their interest in the program indicate a serious commitment to addressing these challenges.

In conclusion, while there are obstacles to the implementation of P5, such as teacher readiness, limited resources, and varying levels of student engagement, the school's ongoing efforts to revise the schedule, improve facilitator involvement, and motivate students demonstrate a commitment to overcoming these challenges. With continued flexibility and dedication, the program can be effectively executed, maintaining an adaptive and inclusive learning environment for all involved.

## Result of Product Evaluation

### 1) Reporting of P5 Activities

The reporting process for the Pancasila Student Profile Strengthening (P5) program at SMK Negeri 1 Suliki is carried out systematically at the end of each semester. According to the school principal, Mr. Taifuri, "The P5 team reports on activities carried out during the semester, and this report is included in the students' report cards." This ensures that the program's progress is monitored and that stakeholders, such as teachers, students, and parents, can easily access the information.

The vice-principal, Mr. Muhammad Husni Ramadhan, further explained the reporting process: "The P5 reporting system involves the implementation team submitting written reports to the principal once every semester." This allows for a structured evaluation of the program and helps address any potential issues that arise. The report serves not only to document the activities but also to assess students' progress in relation to the goals of the program.

Facilitators are also required to maintain journals that track the activities of the program. As shared by Facilitator Rini Silfia, "The reporting of P5 activities is done through activity journals prepared by the school." These journals act as a continuous documentation tool to ensure that the program is being implemented properly and helps provide real-time feedback on its success and areas for improvement.

### 2) Impact of the P5 Program

The P5 program has had a notable impact on both the school and students. For the school, it has contributed to creating an open learning ecosystem that encourages student participation and community involvement. According to the vice-principal, "The P5 program has begun forming a learning ecosystem open to student participation and community involvement."

This inclusivity has promoted a more collaborative learning environment, which benefits both students and the surrounding community.

Students have also shown significant personal growth as a result of the program. As P5 Coordinator Delfina Yandri stated, "The program builds students' self-confidence in their work." This increase in confidence has encouraged students to explore their talents and take pride in their achievements. Furthermore, the program encourages students to apply Pancasila values such as cooperation and kindness in their daily lives, as mentioned by Coordinator Yoza Fitria.

Additionally, the P5 program fosters the development of important 21st-century skills, such as critical thinking, problem-solving, and communication. These skills are essential for students' future success in the workforce. Students gain practical experience in planning, budgeting, and managing, which helps prepare them for real-world challenges. As emphasized by P5 Coordinator Delfina Yandri, "Students gain the skills needed for various aspects of planning and management."

### 3) Continuation of the P5 Program

There is broad support for the continuation and improvement of the P5 program. The school principal, Mr. Taifuri, stated, "The P5 program must be continued to address any shortcomings and improve its quality." This reflects the school's commitment to ongoing improvement and adaptation to ensure the program remains effective. Similarly, the vice-principal highlighted the importance of continuing the program while improving certain aspects, such as the selection of themes and topics to ensure they remain engaging for students.

The feedback from facilitators and educators suggests that while the program is valuable, there are areas that need attention. They believe that the themes and topics need to be more relevant to students' interests to maintain their engagement. The coordinators and facilitators also suggested that the quality of teaching staff should be improved, and resources should be enhanced to provide a more effective learning experience for the students.

Students also expressed their support for the continuation of the program, noting its positive impact on their personal growth and development. One student shared, "I think it should be continued because it helps develop students' talents and interests." This feedback aligns with the consensus that the program holds significant potential and should continue to nurture students' abilities and reinforce Pancasila values while improving in certain areas such as topic selection and resource allocation.

### Discussion

The evaluation of the implementation of the Pancasila Student Profile Strengthening (P5) program at SMK Negeri 1 Suliki provides a comprehensive overview covering context, input, process, and product components of the program. The program's goals align with the school's vision of shaping students with strong Pancasila values. However, some educators have not fully grasped the program's objectives, suggesting a need for better synchronization between the program's vision and its implementers, as emphasized by (Ambiyar & Dewi, 2019). This aligns with (Arikunto, 2021) view that context evaluation should identify program needs, which in this case, still requires improvements in socialization efforts.

In terms of preparation and planning, the findings indicate that while the program schedule is well-structured, the development of teaching modules and instructional materials has not been maximized. Research by (Hasanah, 2022) highlights the need for local-context-based teaching materials to support the implementation of the Merdeka Curriculum, which is relevant to the situation at SMK Negeri 1 Suliki. Additionally, infrastructure challenges, particularly the need for technological resources, must be addressed to improve the effectiveness of the P5 program, as outlined by the (Kemdikbudristek, 2022) guidelines, which emphasize the strengthening of local resources.

Regarding the availability of teaching modules, the evaluation reveals that the preparation of learning materials has not been fully met. For instance, Module 1 is missing 3 documents (71.4% availability), while Module 2 has 11 out of 14 documents (78.6% availability). These gaps indicate that preparations for the P5 program are still lacking in some areas, particularly in ensuring that all required materials are ready for use. Despite a slight improvement in the availability of Module 2, the overall preparation process still requires significant attention to meet the program's goals effectively.

The involvement of educators and educational staff plays a crucial role in the success of the program. While most educators have the necessary academic qualifications, there is a need for ongoing training to improve their ability to implement project-based learning. This aligns with (Puspitasari & Abdullah, 2024) findings on the importance of continuous professional development to enhance educators' readiness. Moreover, students' motivation varies, with those highly interested in the P5 themes contributing significantly to the program's success, while others need additional motivational strategies to engage more effectively. These skills are essential components of STEM-based learning, indicating that P5 activities can serve as a foundational

platform for enhancing students' STEM readiness in vocational education.

The allocated budget for the P5 program is sufficient, but its utilization has not been fully optimized. Research by (Mahmudi, 2021) emphasizes the need for budget efficiency to achieve maximum outcomes. The teaching strategy, which includes project-based learning methods, is still limited to certain themes. According to (Rama, 2019), diversifying teaching methods to better meet the diverse needs of students is critical. Additionally, while the provided materials are relevant, they require further adaptation to better reflect the local context, ensuring that students can relate to the lessons.

During the implementation phase, the P5 program follows a three-week block system, which has been deemed sufficient for addressing the program's needs. However, challenges have emerged, such as the lack of technical guidance and coordination among educators, which has affected the smooth execution of the program. (Arifin, 2019) stresses the importance of identifying obstacles in the design and implementation process. Limited time has also posed challenges in ensuring that all program phases are executed as planned, a point also supported by (Jufri, 2021), who highlights the importance of monitoring participation and frequency to assess areas that need improvement.

Regarding the product aspect, while P5 activity reports have been prepared by educators, the quality of documentation needs improvement. According to (Arikunto & Jabar, 2009), product evaluation should assess not just the end results but how well the reports reflect the program's goals. The program's impact on students shows improvement in various dimensions of the Pancasila Student Profile, such as religiousness, cooperation, independence, and critical thinking. However, the data shows that the program has not yet fully impacted the students' attitudes, particularly in terms of developing critical thinking and independence, which still require further enhancement (Wahidah et al., 2023).

The continuity of the P5 program is a key area of focus for future evaluations. Findings suggest that the program's sustainability requires strengthening educator training and further development of instructional materials. (Santoso et al., 2023) indicate that the long-term success of the program depends on collaborative support from the school, local community, and other stakeholders. Strengthening these partnerships is essential to improving the P5 program's effectiveness moving forward. Overall, this evaluation provides valuable insights for refining the P5 program, using the CIPP model as a framework for continuous improvement (Yusuf et al., 2023). It is hoped that the results will guide the school in developing a more

comprehensive and effective P5 strategy in the coming years.

## Conclusion

Based on the research conducted on the evaluation of the implementation of the Pancasila Student Profile Strengthening (P5) program at SMK Negeri 1 Suliki using the CIPP evaluation model, it can be concluded that although the P5 program has been implemented well, there are several areas that need improvement. The goals of the P5 program align with the school's vision and mission, but some educators still need a better understanding of its implementation. While educators are generally qualified, continuous training is necessary to enhance their skills in project-based learning. Additionally, the use of the budget and teaching strategies should be optimized, with materials adjusted to fit the local context. Although the program's implementation using a block system was adequate, better coordination and technical guidance are required. The program's outcomes show improvement in several dimensions of the Pancasila Student Profile, but the development of creativity needs more attention. The sustainability of the program also requires strengthening educator training, material development, and closer collaboration with relevant stakeholders. This evaluation provides strategic recommendations to enhance the quality of the P5 program in the future.

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The author declares no conflict of interest.

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