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Evaluation of the Implementation of the Pancasila Student Profile Strengthening Project at SMK Negeri 2 Yogyakarta, SMK 5 Negeri Yogyakarta, and SMK Negeri 6 Yogyakarta

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ABSTRACT

This study is an evaluation study with a qualitative approach that aims to gain an in-depth understanding of the implementation of the Pancasila Student Profile Strengthening Project (P5) through scientifically sound procedures that are academically accountable. Data collection was carried out through in-depth interviews, observations, and documentation involving the principal, vice principal for curriculum, P5 coordinator, teachers, and students. Data analysis used the Miles, Huberman, and Saldaña model, which includes the stages of data collection, data reduction, data presentation, and conclusion drawing. Data validity was ensured through the criteria of credibility, transferability, dependability, and confirmability as proposed by Lincoln and Guba. The results showed that the implementation of P5 in the three schools had different characteristics. SMK Negeri 2 Yogyakarta implemented P5 during the transition to the Merdeka Curriculum with various challenges, such as limited initial understanding, schedule conflicts, and uneven teacher and facility readiness. SMK Negeri 5 Yogyakarta viewed P5 as a continuation of project-based learning with flexible implementation, although it still faced coordination challenges and variations in student work speed. Meanwhile, SMK Negeri 6 Yogyakarta showed more stable and systematic readiness with institutional support and the involvement of parents and industry. In general, P5 contributed to the gradual and long-term strengthening of students' character and skills.

1. Introduction

In this era of globalization and rapid technological development, education plays a strategic role in shaping human resources who are not only academically excellent, but also have strong character to balance technological progress with human values

(Kemdikbud, 2020). In an effort to improve the quality of national education, the Indonesian government has implemented the Merdeka Curriculum since the 2021/2022 academic year as a strategy to renew the education system to be more flexible, contextual, and oriented towards strengthening the character of students (Kemendikbudristek, 2021). The Merdeka Curriculum was initially developed in response to learning loss due to the Covid-19 pandemic through an emergency curriculum that simplified the content of the 2013 Curriculum, then evolved into a prototype curriculum and was implemented nationally (Saesaputri, 2024). A survey by the Education Curriculum and Assessment Standards Agency (BSKAP) shows that educational units implementing the Merdeka Curriculum are more effective in recovering learning loss compared to the previous curriculum (Kemendikbudristek, 2022).

The Merdeka Curriculum encourages the implementation of P5 as an effort to shape students' character in accordance with Pancasila values through a contextual project approach (Hasbi, 2025). In the context of Vocational High Schools (SMK), the challenges of implementing P5 become even more complex because vocational education is oriented towards work readiness. Data from the Central Statistics Agency (BPS) in 2024 shows that the highest open unemployment rate comes from SMK graduates at 9.01%, reflecting a mismatch between graduate competencies and the needs of the world of work. This condition indicates a fundamental problem in vocational education, both in terms of technical skills and the character building and soft skills of graduates (Supramono, 2023). P5 in SMK is expected to function as an integrative vehicle that bridges the world of education and the world of work through project-based learning that internalizes character values and industrial work culture. However, the weak integration of work culture in the implementation of P5 has the potential to render this program ineffective in preparing graduates who are adaptive, independent, disciplined, and ready to work (Nurwidya, 2023). The implementation of the Pancasila Student Profile Strengthening Project (P5) is one of the main pillars of the Merdeka Curriculum, which aims to shape students with holistic character and global competitiveness (Firoh, 2025).

Therefore, a systematic and continuous evaluation of the P5 program is needed to assess its effectiveness and support program improvement and development (Satria et al., 2022). An ideal evaluation should cover the aspects of value, quality, and effectiveness of the program so that it can be used as a basis for evidence-based decision making (Creswell, 2008; Johnson, 2014). The CIPP (Context, Input, Process, Product) evaluation model is considered relevant because it provides a comprehensive overview of program planning, implementation, and outcomes, making it suitable for evaluating the implementation of P5 in vocational schools (Khomsariyani, 2024). Character education not only shapes intellectual intelligence, but also builds the identity and behavior of students to be in harmony with the values that apply in society (Tsauri, 2015; Sudrajat, 2011). The process of character building requires continuous habituation, because character is not formed instantly, but through continuous habits, as emphasized that virtue is born from repeated practice in real life (Aristotle, 2009). Character education is an important element in shaping students' moral, social, and emotional competencies, especially in the context of the Indonesian National Curriculum (Azizah, 2025).

The goal of character education is to improve the quality of the educational process and outcomes by focusing on the holistic, integrated, and proportional formation of students with noble character in accordance with graduate competency standards (Mulyasa, 2011; Muslich, 2022). Character education is aimed at internalizing life values, correcting behavior that does not conform to norms, and strengthening the synergy between schools, families, and communities in shaping individuals who behave well as individuals, community members, and citizens (Tsauri, 2015; Kesuma, 2013). From a social learning perspective, character is also formed through role models and direct experiences reinforced by behavioral consequences, so that the school environment plays an important role in strengthening the internalization of moral values in students (Bandura, 1971). Character education has become a central agenda in the development of Indonesia's national education system (Romli, 2026).

Character education is of high urgency because it serves as a means of developing potential, strengthening the role of all education stakeholders, and filtering cultural influences that are not in line with the noble values of the nation (Zubaedi, 2011). Amidst the phenomenon of moral degradation in the educational environment and the rapid flow of globalization, character education has become the main foundation in maintaining individual integrity and national identity (Urifah, 2024). A nation's success in facing global challenges is largely determined by the quality of its human resources with character, because a nation's progress is not only supported by intellectual intelligence but also by the moral and cultural strength of its people (Muslich, 2022). Therefore, character education must be the main pillar of the education system and be implemented consistently through role modeling, habit formation, and contextual learning, including through the implementation of the Pancasila Student Profile Strengthening Project (P5) as a strategic vehicle for shaping the character of students (Lickona, 2019).

Character building strategies can be defined as planned, systematic, and long-term efforts designed to achieve character education goals through comprehensive management of learning activities and school culture. In the context of education, strategies are understood as plans of activities involving teachers and students to organize learning experiences in a targeted manner so that learning objectives, including character building, can be achieved optimally (Djamarah, 2010). Character building strategies are not only oriented towards academic achievement, but also towards the internalization of moral values, ethics, and positive attitudes through social interaction, which are then internalized into individual behavior, as explained in Vygotsky's theory of social development (1978). The implementation of character building strategies requires clear planning, consistent habits, and the active involvement of the entire school community. Zuchdi (2011) emphasizes the importance of clear objectives, synergy between schools and families, role models for educators, utilization of school culture, and the development of critical, creative, and collaborative thinking skills. In line with this, Mulyasa (2011) affirms the need for phased strategies, school management readiness, and the provision of supporting tools so that character education runs systematically and sustainably. Character building is also effective when implemented through real experiences and the active participation of students in the planning and implementation of school

activities, as emphasized in experiential learning theory (Kolb, 1984) and the concept of participatory character education (Lickona, 2019). In the context of the Merdeka Curriculum, the character strengthening strategy is concretely realized through the Pancasila Student Profile Strengthening Project (P5), which places students as active subjects in project-based learning to internalize character values and build a character-based school culture.

The Pancasila Student Profile Strengthening Project (P5) is a project-based co-curricular activity in the Merdeka Curriculum that aims to strengthen the character and competencies of students in accordance with Pancasila values. P5 is designed to be flexible, not directly tied to intracurricular subjects, and provides contextual and interdisciplinary learning experiences to support the formation of a holistic student profile (Kemendikbudristek, 2022). Through P5, students are guided to identify real problems in their environment and produce solutions based on Pancasila values (Syafri et al., 2022). The implementation of P5 is based on four main principles, namely holistic, contextual, student-centered, and exploratory. These principles emphasize comprehensive learning that is relevant to real life, encourages active student participation, and provides space for creativity and discovery through direct experience (Kemendikbudristek, 2022). This approach is in line with learner-centered learning and experiential learning, which place students as the main subjects in the learning process (Weimer, 2013; Kolb, 1984). With a special allocation of 20–30% of total lesson hours, P5 is considered more effective in character building than previous curriculum approaches (Rosa et al., 2024). Therefore, P5 serves as a strategic instrument in shaping graduates who are not only academically excellent but also possess moral integrity and social readiness to face future challenges.

The implementation of the Pancasila Student Profile Strengthening Project (P5) plays a strategic role in supporting the achievement of the eight dimensions of the Graduate Profile as mandated in Permendikdasmen Number 10 of 2025. P5 is designed as a systematic learning tool that integrates character building, competency development, and meaningful learning experiences into a single educational process, so that its success is largely determined by the harmony between planning, implementation, and evaluation of learning. The successful implementation of P5 is inseparable from the role of effective educational management. Management is understood as the process of managing cooperation to achieve organizational goals efficiently and purposefully (Terry, 2019; Arikunto, 2019). In the context of education, management serves to integrate various resources, including the curriculum, educators, infrastructure, and evaluation systems so that educational goals can be achieved optimally and in line with community needs (Sewang, 2015).

Curriculum management is central to character building through P5 because the curriculum serves as a guideline for the direction, content, and strategy of learning. Curriculum management is a strategic process of coordinating the planning, implementation, and evaluation of learning to improve the quality of learning interactions and the achievement of educational goals (Arikunto, 2012; Fayol, 1916). Curriculum evaluation, both formative and summative, serves as a quality

control and continuous improvement instrument to ensure that the implementation of P5 remains relevant, effective, and adaptive to the times (Arikunto, 2012). Student management is a systematic effort to manage all aspects related to students from the time they are accepted until they graduate from school, including planning, guidance, supervision, and the creation of a conducive learning environment (Mulyasa, 2003; Heryati, 2014). This management is not only administrative in nature, such as recording student data, but also plays a role in supporting the growth and development of students through meaningful educational experiences (Arikunto, 2012). In the context of shaping behavior and character, student management needs to pay attention to the social learning process through observation and modeling, as emphasized in Bandura's social learning theory (1971).

The purpose of student management is to regulate all student activities so that the learning process is effective, focused, and in line with educational objectives, while also developing the potential, talents, interests, and character of students (Mulyasa, 2003; Heryati, 2014). The scope of student management includes planning, implementing, and supervising student activities by placing students at the center of educational services, because the success of school programs is measured by student achievement and development (Heryati, 2014). The fulfillment of student needs, both basic and self-actualization, also influences student motivation and learning achievement (Maslow, 1954). Student management activities include new student admission, orientation, placement, guidance, development evaluation, and management of identity, attendance, and learning achievement data (Arikunto, 2012; Nurhadi, 1983). This can be implemented through a quantitative approach that emphasizes administrative order and discipline, as well as a qualitative approach that focuses on student welfare and motivation. A combination of these two approaches is necessary to ensure that student management is balanced between administrative order and character building (Heryati, 2014).

This study aims to evaluate the implementation of the Pancasila Student Profile Strengthening Project (P5) program as an effort to strengthen the character of students at SMK Negeri 2, 5, and 6 Yogyakarta in the 2023/2024 academic year. The evaluation was conducted using the CIPP (Context, Input, Process, Product) model approach to obtain a comprehensive picture of the effectiveness of the program implementation. Specifically, this study focuses on describing the contextual conditions that influence the implementation of P5, analyzing the readiness of resources that support program implementation, analyzing the P5 implementation process in each school, and evaluating the results achieved from the implementation of P5 as a means of strengthening student character.

2. Methodology

Type of Research

This research uses evaluative research with a descriptive qualitative approach, aiming to assess the effectiveness of the program scientifically and academically.

Evaluation research emphasizes the preparation of systematic reports and differs from program evaluations that are more policy-oriented (Lodico, 2010). Evaluations are conducted to determine the value, benefits, and quality of an education program (Johnson, 2014; Isaac, 1984), including assessing the implementation process and identifying weaknesses in implementation. The descriptive qualitative approach is appropriate because it is able to describe real phenomena in depth, revealing the perceptions, experiences, and views of participants (Sugiyono, 2023; Lodico et al., 2010).

Evaluation Research Methods

This study uses the CIPP (Context, Input, Process, Product) evaluation model developed by Stufflebeam (1983) as a systematic framework. Context evaluation assesses needs and opportunities, input evaluation assesses strategies and resources, process evaluation provides feedback on implementation, and product evaluation assesses the results and impact of the program. The CIPP model enables a comprehensive evaluation from planning to goal achievement, supports data-driven decision-making, and enhances program accountability (Stufflebeam, 1983; Tilaar, 2008).

Place and Time of Research

The research was conducted at SMK Negeri 2, 5, and 6 Yogyakarta, which have been implementing the Pancasila Student Profile Strengthening Project (P5) since the 2022/2023 academic year. The research was conducted from September to December 2025 to obtain complete data.

Data Sources

The data sources consisted of primary and secondary data. Primary data were obtained from in-depth interviews, participatory observation, and documentation with the principal, teachers, P5 coordinator, and students. Secondary data in the form of supporting documents, teaching modules, e-report cards, P5 reports, and school profiles were used to complement and validate the primary findings. The sample was determined purposively, focusing on students in grades XI and XII because they had participated in P5 since grade X.

Data Collection Techniques and Instruments

Data were collected through semi-structured interviews, unstructured participatory observation, and documentation studies (Darmadi, 2014; Johnson, 2014; Arfizar, 2015). The instruments were developed based on the CIPP framework, including interview guidelines, observation sheets, and document checklists, so that data collection was focused and systematic. Data validity was ensured through credibility, transferability, dependability, and confirmability (Lincoln, 1985). Credibility is strengthened by triangulation of techniques and sources; transferability by contextual description; dependability by audit trail; and

confirmability through supporting documentation and analysis notes (Lodico et al., 2010; Sugiyono, 2023).

Data Analysis

The analysis was conducted thematically with the stages of collection, reduction, presentation, and conclusion drawing (Miles, 1994; Sugiyono, 2023). The stages of data analysis included:

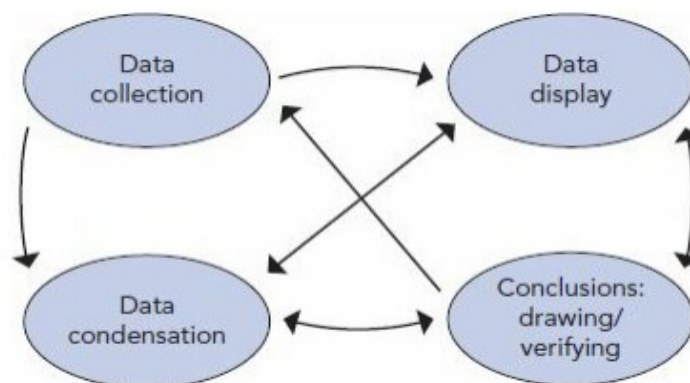


Figure 1. Components of Data Analysis

Data was collected from interviews, observations, and documents, coded, organized by theme, and compared across cases to produce valid and accountable findings. This approach ensured that the P5 evaluation could describe the context, process, and impact of the program comprehensively.

3. Result and Discussion

SMK Negeri 2 Yogyakarta

SMK Negeri 2 Yogyakarta, located at Jl. A.M. Sangaji No. 47, Jetis District, Yogyakarta, is one of the oldest vocational high schools in Indonesia. The school building was constructed in 1919 as the Princess Juliana School and is now designated as a cultural heritage site (PM.25/PW.007/MKP/2007). The Jetis complex has a long history in technical education since the Dutch and Japanese colonial periods, including its use for lectures at the UGM Faculty of Engineering. Since independence, the school has undergone various institutional developments until it was officially named SMK Negeri 2 Yogyakarta in 1997. The school has facilities such as theory rooms, practice workshops, laboratories, halls, places of worship, and sports facilities. Since 2006, the school has had the status of a National Standard Vocational School, is ISO 9001:2000/2008 certified, has been a Pilot International Standard School (2007–2013), and has been awarded the title of an integrity and gender-responsive school.

Contextual Conditions Affecting the Implementation of P5

The contextual conditions affecting the implementation of P5 at SMKN 2 Yogyakarta were obtained through interviews and observations. P5 is part of the Merdeka Curriculum, which has been implemented since 2020. The adaptation to the new curriculum did not go smoothly, requiring intensive coordination between the principal, vice principal for curriculum, P5 coordinator, teachers, and students. The principal explained that at the beginning of implementation, the school faced challenges in understanding and adjusting to policies related to P5. The principal stated that he had to study the content of P5 and the Merdeka Curriculum in order to implement the program effectively (KS-1). This shows that the implementation of P5 is a project-based learning process that emphasizes strengthening student character. The vice principal for curriculum added that P5 is co-curricular and cross-subject (WK-1), while the P5 coordinator emphasized its relevance to character building, even though it requires adjustments in implementation (KP-1).

Readiness of Resources used in P5 Implementation

P5 involves all subjects, and teachers are given the flexibility to adjust the material to the conditions of the class (G-1). The organizational structure supports implementation, including a team of senior teachers and assessors for supervision (KS-1). Despite preparation efforts, challenges remain, such as difficulty understanding the Merdeka curriculum, module adjustments, and implementation time conflicting with final exams and field training (KS-1; G-1). Students are sometimes confused about the objectives of P5 and only receive modules without adequate explanation (S-1). Overall, contextual conditions are influenced by teacher readiness, coordination among relevant parties, implementation time, and student understanding. Resource readiness includes teachers, modules, facilities, key implementers, and external support. Teachers must be able to adapt to project-based learning (WK-1; G-1), while the teaching module design is carefully carried out by the P5 team (KP-1).

School facilities are limited, so students sometimes use personal funds for project needs, such as printing posters or merchandise (S-1). The main implementers of P5 consist of the deputy principal for curriculum and the P5 team responsible for modules and materials (KS-1; KP-1). Support from the business world and parents helps the smooth running of projects and the development of student talent (KS-1). Despite communication barriers and limited facilities, the readiness of teacher resources, team coordination, modules, and external collaboration have enabled the implementation of P5 to run with positive results, supporting the strengthening of student character through project-based learning. Thus, SMKN 2 Yogyakarta demonstrates high adaptability to the new curriculum and flexibility in implementing P5, although continuous improvement is still needed in communication, scheduling, and facility utilization to ensure the program runs optimally.

P5 Implementation Process

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SMKN 2 Yogyakarta, based on interviews and observations, involved various parties, including the principal, vice principal for curriculum, P5 coordinator, teachers, and students. This process began with adjustments to the Merdeka Curriculum and school conditions, as well as student needs. The principal stated that the initial challenges lay in understanding the new policy and intensive coordination to adjust the P5 learning concept (KS-1). P5 planning was carried out in a structured manner, including determining themes relevant to graduate competencies, such as character building, entrepreneurship, innovation, and collaboration (KS-1; WK-1). P5 themes were developed in the form of cross-curricular projects to enhance students' creativity and skills. Time allocation was a major challenge, especially given the large number of students. Initially, P5 was scheduled for every Friday, but it was later made flexible according to theory and practice blocks (KP-1; WK-1).

The implementation of P5 also emphasizes progress monitoring and routine evaluation. The principal and teachers coordinate with departments to ensure that activities run smoothly and adjust schedules with other academic activities (KS-1; WK-1). This activity involved support from the business world and parents, providing opportunities for students to produce innovative products (KS-1). Over time, P5 was updated from 6 to 8 dimensions of graduate profiles, including aspects of health and communication, while remaining focused on character building and project-based learning. Evaluations were conducted on an ongoing basis to refine program implementation and ensure alignment with character building objectives.

Results of P5 Implementation

The results of P5 implementation show a positive impact on students and learning. This program allows students to connect various subjects and practice their knowledge in real life, for example, by creating products with economic value (KP-1). Teachers emphasize that P5 is an important asset for preparing students to enter the industrial world through the development of discipline, responsibility, and self-understanding (G-1). Students reported increased creativity, confidence, ability to work together, and self-awareness through activities such as presentations and final projects (S-1). Evaluation was conducted through projects uploaded to the Learning Management System (LMS), although character assessment is abstract and ongoing (KS-1; KP-1).

Student participation varied, but most were active, and although some projects felt monotonous, P5 activities made a real contribution to the development of character and practical skills relevant to the world of work. The success of P5 is expected to be more apparent in the long term when students graduate and apply the skills and character developed during the program. Overall, P5 at SMKN 2 Yogyakarta has succeeded in creating space for the development of students' creativity, entrepreneurship, and character, with themes relevant to industry needs, flexible

time allocation, and continuous evaluation as the keys to the program's successful implementation.

SMK Negeri 5 Yogyakarta

SMK Negeri 5 Yogyakarta is located at Jl. Kenari No. 71, Muja Muju, Umbulharjo, Yogyakarta, and is known as “the school for creative people” with a focus on arts and creative economy. This school was founded from the origins of the “Prabangkara” Secondary School of Fine Arts (1953) and underwent several name changes before officially becoming SMK Negeri 5 Yogyakarta in 1977. Its expertise programs include Animation, Visual Communication Design, and various crafts (Batik & Textiles, Leather & Imitation, Ceramics, Metal & Jewelry, Wood & Rattan), supported by modern laboratory facilities, workshops, a library, a multimedia room, and sports facilities. In the 2025/2026 academic year, the school has 88 teachers and 25 educational staff, supporting 1,441 students in seven areas of expertise. Students are divided into grades X–XII with parallel learning groups, showing a high interest in the fields of art, design, and crafts, as well as the school's adequate capacity for creative vocational education.

Contextual Conditions and Implementation of P5

The Pancasila Student Profile Strengthening Project (P5) has been implemented at SMKN 5 Yogyakarta since the 2021 Merdeka Curriculum as an effort to strengthen students' character and skills. This program focuses on project-based learning, which already existed in vocational schools, but is now more structured with dedicated hours. The implementation of P5 involves the curriculum team, P5 coordinators, assistant teachers, external resource persons, and industry partners, with the support of facilities and materials from the school and parents. Challenges that arise include the availability of materials, limited time, and understanding of the modules, which are overcome through coordination, meetings, and adjustments to activities.

Resource Readiness

P5 teachers act as student mentors in projects, not as regular subject teachers. Materials, modules, and learning tools (PPT, LKPD, videos) are prepared by the curriculum team and P5 coordinators. Supporting resources include stationery, ICT equipment, classroom facilities, and support from external resource persons and industry partners. Each class is accompanied by 2-3 teachers to facilitate coordination, while parents help provide certain materials.

P5 Implementation Process

P5 is carried out in groups with themes in accordance with P5 guidelines and school conditions (e.g., employment, sustainable lifestyle, Bhinneka Tunggal Ika, local wisdom). The following are examples of P5 modules developed by schools:

MODUL AJAR KEBEKERJAAN
MEMBUDAYAKAN ETIKA BERINTERAKSI PESERTA DIDIK SMK

INFORMASI UMUM

A. Identitas Modul

Nama Penyusun	: TIM P5BK Kelas X
Sekolah	: SMK Negeri 5 Yogyakarta
Tahun Penyusunan	: 2022
Jenjang Sekolah	: SMK
Kelas	: X (Sepuluh)
Alokasi Waktu	:

B. Kompetensi Awal

Peserta didik telah memiliki pengetahuan awal tentang :

1. Menjelaskan pengertian interaksi.
2. Mendeskripsikan cara interaksi yang beretika.

C. Profil Pelajar Pancasila

Setelah peserta didik mengikuti pembelajaran, dimensi Profil Pelajar Pancasila yang diharapkan muncul adalah:

1. Beriman, bertakwa kepada Tuhan Yang Maha Esa, dan berakhlak mulia.
2. Berkebinekaan global.
3. Kreatif.

D. Sarana dan Prasarana

Sarana dan prasarana yang digunakan pada saat belajar dengan modul ini antara lain: buku tulis, bolpoin, kertas asturo, pensil warna, cat air.

E. Target Peserta Didik

Target peserta didik yaitu siswa kelas X semua jurusan.

F. Model Pembelajaran

Model pembelajaran yang digunakan adalah pembelajaran tatap muka dengan PBL (Project Based Learning).

B. Contoh Poster atau Gambar tentang Interaksi yang Beretika dan Tidak Beretika:

1. Belajar Sopan Santun



2. Melintas di depan orang yang lebih tua



Figure 2. P5 Module at SMKN 5 Yogyakarta

P5 is implemented in groups. The stages include: theoretical learning, project planning, practice, presentation, and exhibition. The implementation time is arranged in a flexible block system (around 40 hours per week) and is supported by budget planning, coordination meetings, and inter-teacher briefings. Although there was initial confusion in understanding the concept and differences in student work speeds, the P5 process ran smoothly with high enthusiasm.

Results of P5 Implementation

The implementation of P5 fostered the values of the Pancasila Student Profile in students: responsibility, cooperation, honesty, independence, critical thinking, and creativity. Students were more enthusiastic about practical activities than theory, able to collaborate, convey ideas, and produce tangible products, such as a fashion show using recycled materials. The assessment results were then classified into student development categories in accordance with applicable regulations. The following are photos of the P5 activities carried out:



Figure 3. Photo of P5 activity achievements

The output of P5 implementation at SMKN 5 Yogyakarta is reflected in the instilling of Pancasila Student Profile values in students. The Deputy Head of School for Curriculum emphasized that the values of responsibility, cooperation, honesty, independence, critical thinking, and creativity have been successfully instilled. The assessment was carried out collaboratively by the accompanying teachers, and the results of P5 were seen gradually, showing positive changes in the students' attitudes, skills, and participation.

SMK Negeri 6 Yogyakarta

SMK Negeri 6 Yogyakarta, located at Jl. Kenari No. 4, Semaki, Umbulharjo, Yogyakarta, focuses on tourism, culinary arts, beauty care, and fashion design. This school emphasizes competent graduates who are entrepreneurial and ready to compete at the national and global levels. Since its establishment before 1946 under the name Sekolah Guru Kepandaian Putri (SGKP), the school has undergone several name changes and program developments until it became SMKN 6 Yogyakarta in 1996. Currently, the school is led by Mrs. Wiwik Indriyani, S.Pd., M.Si. SMKN 6 Yogyakarta has computer labs, theory rooms, practice rooms (training hotel/edotel, kitchen, restaurant, salon, sewing/embroidery room), audio-visual rooms, auditorium, UKS, sports field, and canteen. These facilities support practice-based learning and service and tourism industry simulations. The school offers competencies in Travel and Tourism, Hospitality, Culinary Arts, Beauty and Hair Styling, Fashion Design, and Spa and Beauty Therapy. These programs prepare students to become skilled workers in line with national and international job market needs. In the 2025/2026 academic year, the school has a diverse student body from various skill programs and socio-academic backgrounds. There are 195 educators, consisting of 147 civil servants and 48 PPPK, with competencies and experience in their respective fields. The existence of these human resources supports learning, school management, and character building of students, including the implementation of the Pancasila Student Profile Strengthening Project (P5).

Contextual Conditions Affecting the Implementation of P5

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SMKN 6 Yogyakarta began with the application of the Merdeka Curriculum and is based on national curriculum policy. The school prepared for P5 through annual planning, team formation, module development, training, and dissemination of policies to the entire school community. P5 is understood as a co-curricular activity that emphasizes character building, cooperation, responsibility, and readiness to face the world of work, further education, and entrepreneurship. The principal emphasized that the implementation of P5 is based on national curriculum policy and is designed in a planned manner, particularly in the selection of projects tailored to the objectives of strengthening student character.

“Since the publication of the independent curriculum, SMK Negeri 6 has immediately started implementing it. It has been more than 3 years, now entering its 4th year. The basis is the national curriculum” (KS-3).

The principal also added that the implementation of P5 in the early stages was considered effective because it was well prepared by the school. The implementation of P5 has been equipped with modules and theme divisions according to grade levels.

"The Pancasila Student Profile is an activity carried out at school for students or pupils. Yes, currently grades 10, 11, and 12 are included in the curriculum and are also prepared for one year of learning activities. There are already modules there and they are completed with themes that will be given to grades 10, 11, and 12 according to their adequacy and needs. Regarding P5, it is a project. In the past, P5 did have a time allocation. Then there was a division of themes." (WK-3)

The teacher confirmed that P5 has been implemented since the beginning of the Merdeka Curriculum at SMKN 6 Yogyakarta.

"P5 has been implemented at our school since the first year of the Merdeka Curriculum, so it's been about 3-4 years ago." (G-3)

Meanwhile, students perceive P5 as a program that focuses on character building and cooperation. Students said that:

"P5 is a program that builds character. Yes. We are filled with character and trained to be able to work together in groups." (S-3)

The reason for implementing P5 at SMKN 6 Yogyakarta is related to the Merdeka Curriculum policy and the goal of strengthening student character. The main challenges in implementing P5 include adaptation to the new program, teachers' conceptual understanding, and student collaboration. The school conducts reflections through questionnaires to find out about student experiences and to strengthen guidance and alignment of understanding on an ongoing basis.

Resource Readiness in P5 Implementation

SMKN 6 Yogyakarta demonstrates adequate resource readiness, characterized by:

- Flexible facilities and infrastructure: P5 is not limited to classrooms, but adapts to projects, themes, and grade levels.
 - Internal organization: There is a main person in charge, persons in charge of each area of expertise, a P5 coordinator, and class facilitators. All teachers, including regional national teachers, play an active role as mentors.
 - External support: Parents, the business world, industry, and government provide guidance, monitoring, and moral and material support. P5 activities include entrepreneur interviews, cross teaching, and job edufairs.
-

Overall, the readiness of internal and external resources enables P5 to be implemented as planned, supporting the strengthening of students' character and preparing them for the world of work, further education, and entrepreneurship.

P5 Implementation Process

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SMKN 6 Yogyakarta began with teacher preparation through the development of learning administration, P5 modules, socialization, and mentoring. P5 activities are integrated with character building, school culture, worship activities, health, and routine agendas such as “Hari Kerida” every two months. The P5 theme is determined based on the Merdeka Curriculum, adjusted to the needs of the school and grade level, and allocated flexibly through a block system or weekly schedule. Project-based activities include product creation, entrepreneurship, community service, entrepreneur interviews, and “teaching siblings” at other schools. Students are encouraged to be independent in funding activities, guided by teachers and homeroom teachers, and coordination is carried out in a structured manner through briefings and regular meetings. P5 evaluation is carried out through monitoring, reflection, and digital reports, which form the basis for program development. The main challenges include adaptation to new programs, discipline, student collaboration, and coordination of field activities.

Results of P5 Implementation

The implementation of P5 has had a significant impact on character building, school culture, and the development of students' soft skills. The impact is evident in the students' discipline, collaboration, responsibility, communication, and courage. Students are actively involved from planning to evaluation, while assessments emphasize behavioral descriptions and development rather than numbers, which are included in the P5 report card. The principal said that P5 activities are integrated with religious habits and student self-development activities, as stated:

“Every morning before class, we have a prayer session. On the first and third Friday of the month, we perform the dhuha prayer together.” (KS-3)

The principal also emphasized that the dimensions in P5 are strongly related to character building, innovation, and student cooperation, as follows:

“Yes, there are many projects to master Mr. Sila's learning profile. P5 is indeed a dimension that is very significant in character building, innovation, and cooperation.” (KS-3)

This explanation was reinforced by the P5 coordinator, who revealed that the impact of P5 can be seen from changes in student attitudes, especially in discipline, collaboration, and self-awareness, as follows:

“There is a lot of discipline. Then there is collaboration... From their reflections, it is clear that the children are very happy... the children have become more disciplined, healthier, and happier.” (KP-3)

The P5 coordinator also explained that through certain projects, students began to be able to plan for the future and appreciate the roles of others. P5 activities produced not only physical products but also students' abilities to communicate, collaborate, lead, and adapt. Regular evaluations and reflections ensured the sustainability of the program and the strengthening of graduate profiles in line with the objectives of the Merdeka Curriculum.

Discussion

SMK N 2 Yogyakarta

a. Context

The implementation of the Pancasila Student Profile Strengthening Project (P5) at SMKN 2 Yogyakarta took place alongside the transition to the Merdeka Curriculum since 2020, requiring structural, pedagogical, and managerial changes in schools (Tsuari, 2015). P5 aims to strengthen the character, creativity, and innovation of students through project-based learning, in line with the eight dimensions of graduate profiles (Andini et al., 2025). Character building through P5 emphasizes the habit of values, observation, imitation, and motivation, in accordance with Aristotle's principle of character as habit (Silalahi, 2025). Schools recognize the importance of strengthening the character and competencies of students, but variations in teachers' understanding result in differences in the quality of P5 implementation. Challenges arise in curriculum adaptation, teachers' pedagogical capacity, time management in the academic calendar, and internal school coordination (Triwiyanto, 2025). The success of P5 is highly dependent on socialization strategies, teacher assistance, and alignment of the school's vision to support meaningful project-based learning.

b. Input

The input evaluation shows that human resources readiness, program planning, facilities and infrastructure, and external support are key factors (Maslow, 1954; Freire, 1993). Students need to feel involved and motivated to actively participate in the project. Teachers receive training and access to the Merdeka Mengajar Platform, but their understanding of project pedagogy and character education is still gradual, so that administrative readiness is higher than conceptual readiness (Lickona, 2019). Curriculum planning and teaching modules have been developed according to grade level and project theme, but cross-subject integration is not yet optimal (Arikunto, 2012). Facilities and infrastructure are limited, so some project needs are met independently by students. The P5 implementation structure has been formed under the deputy principal for curriculum, supported by a special team, but its effectiveness depends on ongoing coordination and supervision. External support from industry and parents is still situational and needs to be directed to

support character education goals. Overall, P5 inputs at SMKN 2 Yogyakarta are available, but their quality and integration need to be strengthened so that program implementation can be optimal and sustainable.

c. Process

The P5 process evaluation assesses the extent to which program implementation is in line with planning, including project-based learning mechanisms, theme determination, time management, student mentoring, and internal monitoring (Fayol, 1916). The implementation of P5 is carried out adaptively in line with the Merdeka Curriculum, shifting learning from conventional to cross-subject projects to strengthen character and competence (Nurhadi, 1983). Monitoring is flexible, but the documentation system is not yet structured, so long-term program evaluation is limited. Project themes are developed gradually according to grade level, starting from self-awareness to practical application, such as harvesting works and market day. Time management is done through schedule adjustments, including theory blocks, to maintain learning continuity. Implementation through discussion, exploration, projects, and reflection emphasizes the active role of students, but the quality between classes still varies due to differences in teacher abilities and facility limitations (Weimer, 2013; Heryati, 2014). Overall, the process demonstrates the school's commitment to project-based learning, but it still faces challenges in coordination, consistency, and strengthening the monitoring system to ensure the effectiveness of P5.

d. Product

P5 output broadens students' learning experiences, linking interdisciplinary concepts to real-world practices, such as calculating capital and profits in local product projects. However, students' understanding is not yet uniform; some still see P5 as just a task (Bandura, 1971). Cognitive and creative dimensions have begun to develop through problem solving and product design, but are not yet uniform due to limitations in time, facilities, and technical guidance. Affective dimensions, such as discipline, responsibility, mutual cooperation, and the value of teamwork, are beginning to emerge but have not yet been fully internalized. Dimensions of faith, noble character, and global diversity appear in compliant behavior, but reflective awareness is still limited.

Student participation is high in contextual and practical activities, but decreases when activities are monotonous. Social and communication skills have improved, especially in presentations and group work, but the quality varies. Project products, harvests, and market days are available as outputs, but their use for reflection and learning evaluation is not yet optimal. Overall, P5 outputs show positive initial achievements in developing learning experiences, character, and skills in accordance with the six dimensions of the Pancasila Student Profile, but they are not yet uniform and in-depth. This evaluation is in line with the CIPP model (Stufflebeam, 1983), which emphasizes continuous evaluation for program improvement.

SMK N 5 Yogyakarta

a. Context

The initial implementation of P5 at SMKN 5 Yogyakarta began with the 2021 Merdeka Curriculum and has been ongoing for almost four years. The program faced initial adaptation challenges, including the integration of new policies into learning practices, but it has gradually been aligned with the goal of strengthening student competencies. P5 emphasizes student work products that have practical and sustainable benefits, while also strengthening character education such as independence, responsibility, and cooperation (Nurhadi, 1983). Implementation began with the development of a curriculum, teaching modules, and In-House Training (IHT) for teachers, as well as synchronization with industry partners. Institutional support was evident in the allocation of assistant teachers, the provision of basic facilities, and a structured division of roles. The main obstacles included limited practical materials and implementation time, so teachers adjusted activities to remain relevant. The implementation of P5 required integrated curriculum management between planning, coordination, implementation, and control (Fayol, 1916).

b. Input

Input evaluation assesses the readiness of resources, strategies, and initial capacity prior to the implementation of P5. SMKN 5 Yogyakarta demonstrated relatively adequate readiness in terms of human resources, learning tools, facilities and infrastructure, organizational structure, as well as internal and external support (Maslow, 1954; Arikunto, 2012). Teachers act as learning facilitators with the support of more than one teacher per class to facilitate complex projects. Internal socialization ensures uniform conceptual understanding among teachers. The curriculum is outlined in weekly plans, with the curriculum team and P5 Coordinator preparing materials, media, and student worksheets centrally to maintain consistency across classes. Physical facilities are provided by the school, while certain practical materials involve students and parents, reflecting flexible input management. The organizational structure is clear, involving the principal, curriculum team, teachers, and external resource persons, thereby supporting collaborative program implementation. Overall, input readiness is strategic and functional, but strengthening teacher understanding and collaborative management is still needed to optimize student engagement and P5 sustainability.

c. Process

The implementation of P5 at SMKN 5 Yogyakarta is carried out through structured stages that emphasize character building and practical skills through product-based projects. This process is separate from regular class hours, providing in-depth space for students to relate projects to real-world contexts, as well as involving external resource persons and group work to produce posters, presentations, and other products (Vygotsky, 1978). The P5 theme is tailored to the curriculum guidelines, student characteristics, and school needs, covering employment, sustainable

lifestyles, local wisdom, and *Bhinneka Tunggal Ika* (unity in diversity). Time allocation is done in weekly blocks of around 40 hours to provide intensive learning opportunities. The implementation of grade XII is more intensive towards the end of PKL, starting from material preparation to project execution, including an exhibition of the results (Bandura, 1971). Challenges in the process include time management, teacher coordination, and space limitations. The handling strategies include organized task distribution, teacher collaboration, and continuous evaluation to adjust the modules and cross-subject theme distribution (Arikunto, 2019). The evaluation process is carried out through curriculum review meetings and teacher-student input, so that the implementation of P5 can be improved each year in accordance with the principles of Experiential Learning (Kolb, 1984).

d. Product

The P5 product evaluation assesses the achievement of objectives, the quality of results, relevance to student needs, and the sustainability of program impact. The results show an improvement in student character and skills in the areas of creativity, collaboration, independence, and courage to communicate (Lickona, 2019). Practical activities such as cooking, exhibitions, and fashion shows based on recycled materials encourage active engagement, interest in learning, and the strengthening of creative and critical thinking dimensions. However, the dimensions of faith, piety, and global diversity are still more symbolic and have not been systematically measured. Assessment involves teacher observation, discussion, and presentation, with results more visible in output and short-term impact than long-term impact. P5 products support students' self-actualization through meaningful learning experiences, in line with Maslow's (1970) principles and Social Cognitive Theory, although the sustainability of the impact requires continuous guidance, consistency in implementation, and integration with regular learning.

SMK N 6 Yogyakarta

a. Context

The P5 context evaluation emphasizes the relevance of needs, opportunities, and policies in shaping the character of vocational school students. The implementation of P5 at SMKN 6 Yogyakarta since the Merdeka Curriculum targets the strengthening of character, cooperation, and internalization of the Pancasila Student Profile values through continuous practice, in accordance with Aristotle's principle that character is formed through habit (*ethos*) (Aristotle, 2009). P5 is tailored to grade levels and student needs, and supports the school's vision of preparing graduates who are ready to work, continue their education, and become entrepreneurs through character building. However, the transformation of P5 into a co-curricular activity presents challenges in terms of consistency of implementation and legitimacy of time allocation. The success of the program is highly dependent on policy continuity, human resource readiness, and teacher pedagogical reflection (Nurhadi, 1983; Fayol, 1916).

b. Input

The P5 input evaluation covers student readiness, human resources, curriculum, facilities and infrastructure, organizational structure, and external support. Student motivation is understood through Maslow's hierarchy of needs (1954), so that collaborative project activities support active engagement and character development. Teachers have undergone training, cross-disciplinary coordination, and senior mentoring, while the P5 module provides project planning guidelines. Flexible facilities and out-of-class activities broaden contextual learning experiences. An organizational structure involving teachers, homeroom teachers, and external parties strengthens collaboration, although intensive coordination is still needed. Support from parents and relevant agencies increases the legitimacy and sustainability of the program. Overall, P5 inputs are adequate for program implementation, but their effectiveness depends on the equal distribution of teacher capacity, the use of modules as reflective tools, and cross-party coordination so that character building among students occurs continuously (Arikunto, 2012).

c. Process

The P5 process evaluation emphasizes implementation, control, monitoring, and continuous improvement. At SMKN 6 Yogyakarta, P5 is implemented in a planned, adaptive, and controlled manner, starting from teacher preparation, module development, to evaluation and follow-up. Teachers act as facilitators, while students are actively involved in collaborative projects and contextual activities, such as composting, entrepreneur interviews, and Job Edufair. Implementation is integrated with school culture and routine activities, and is flexibly scheduled to accommodate the academic calendar. The theme is determined according to the grade level and student needs, from discipline and cooperation in grade X to work readiness in grade XII. Continuous monitoring, coordination, and evaluation ensure the quality of the process, although effectiveness still depends on the consistency of coordination, pedagogical assistance, and management of student dynamics (Stufflebeam, 1983).

d. Product

The P5 product evaluation assesses program outcomes, including character building, participation, and social skills. The implementation of P5 shows a real contribution to character building, responsibility, cooperation, creativity, and communication skills through contextual and collaborative projects. Supporting activities, such as team building and spiritual strengthening, reinforce students' moral and social values. Students play an active role from planning to evaluation, in line with the principles of student-centered learning (Weimer, 2013) and self-actualization (Maslow, 1970). Assessment is more descriptive through observation, reflection, and documentation of P5 report cards, so that the output emphasizes the development of attitudes and soft skills rather than quantitative academic achievement. Variations in participation between classes indicate contextual achievements that depend on the quality of the process and teacher guidance. P5 outputs are primarily social experiences and character traits relevant to the world of

work, although long-term impacts require ongoing observation (Bandura, 1971). Overall, P5 produces initial products that support character building, social skills, and work readiness, with sustainability depending on the consistency of the process and systemic evaluation.

Conceptual Model of P5 Implementation at SMKN 2, 5, and 6 Yogyakarta

This conceptual model is a synthesis of evaluative findings regarding the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMKN 2, 5, and 6 Yogyakarta. This model links national educational goals, character strengthening, and P5 operational practices in the Merdeka Curriculum. The results of the study show that the implementation of P5 depends on two main aspects of management: curriculum management, which regulates program planning, organization, and control, and student management, which manages student engagement, motivation, and learning experiences. The integration of these two aspects determines the quality of P5 implementation in schools. The evaluation was conducted through three CIPP components: input, process, and product, to assess resource readiness, activity progress, and qualitative outcomes. This model clarifies the relationship between the theoretical foundations of character education, school management practices, and empirical findings, thereby providing a comprehensive picture of P5 implementation patterns in vocational schools.

Comparative Analysis of P5 Implementation Among Schools

a. Why Differences in Results Occur

The differences in P5 implementation outcomes between SMKN 2, SMKN 5, and SMKN 6 Yogyakarta were mainly influenced by institutional readiness, internal policy stability, and teacher pedagogical capacity. SMKN 2 Yogyakarta implemented P5 in the context of the complex Merdeka Curriculum transition, with a large number of teachers, a broad organizational structure, and a high managerial burden on vocational SMKs. These conditions caused adaptation to be slower and uneven, so that P5 tended to be perceived as an additional program rather than a core curriculum strategy. In contrast, SMKN 5 Yogyakarta had previous experience in project-based learning, so that P5 was understood as a continuation of existing practices. However, high flexibility without a strong coordination system led to variations in the quality of implementation and disparities in student participation. SMKN 6 Yogyakarta showed more stable results because it was in a more mature phase of implementation, with a relatively well-established management system, consistent institutional support, and more structured integration of industry and parents. This made P5 not stand alone but integrated with the school culture.

b. Key Factors for Successful P5 Implementation

Teachers' shared vision and understanding. Schools with a uniform conceptual understanding of P5 are able to translate character goals into meaningful project practices. At SMKN 2, variations in teachers' understanding became a major obstacle. Adaptive leadership and curriculum management. Leadership that is able

to coordinate schedules, resources, and evaluations consistently (as in SMKN 6) contributes greatly to program sustainability. Pedagogical capacity for project-based learning. The success of P5 is not determined by the existence of modules, but by the ability of teachers to facilitate reflection, collaboration, and internalization of values. When P5 is still task-oriented, the impact on character is superficial. Ecosystem support (parents and industry). Planned external involvement enriches the learning context and increases the relevance of projects, especially in vocational schools.

c. Practical Implications for Other Schools

P5 must be positioned as a core curriculum strategy, not an additional activity. This requires clear time management, teacher workload, and evaluation systems from the outset. Strengthening teachers' conceptual understanding is more important than administrative completeness. Training should emphasize the P5 philosophy, reflective learning, and value integration, not just technical modules. Start on a realistic and contextual scale. Schools with high complexity should begin P5 with simple but consistent designs, rather than large, unmanageable projects. Build a system of continuous monitoring and reflection so that P5 products do not remain mere assessment artifacts but become sources of learning and program improvement.

Comparative Conclusion

Differences in P5 implementation outcomes are not caused by differences in national policy, but rather by schools' ability to manage context, input, and process in a harmonious manner. Schools that are able to build a shared vision, strengthen teachers' pedagogical capacity, and integrate P5 into the school culture show more stable and meaningful achievements. Therefore, P5 needs to be understood as a long-term transformation process, not an instant program, with continuous evaluation as the key to its success.

4. Conclusion

The context of the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMKN 2 Yogyakarta took place during the transition to the Merdeka Curriculum, which required gradual adjustments to all elements of the school. The main challenges faced included limited initial understanding of the P5 concept, the complexity of vocational school management, and schedule conflicts with other academic and vocational activities. In terms of input, the school demonstrated institutional readiness through the formation of an implementing structure, teacher training, and the development of P5 modules. However, this readiness was not fully supported by an equal level of understanding among teachers and the availability of adequate facilities and infrastructure, which resulted in variations in the quality of implementation between classes. The P5 process was implemented adaptively through theme adjustments, time allocation, and integration with a block-based learning system, accompanied by continuous monitoring and reflection.

Nevertheless, teacher assistance and student participation were not yet evenly distributed. The results of P5 implementation show the strengthening of students' character and skills, particularly collaboration, communication, and creativity, which are understood as long-term achievements and have not yet been fully realized in consistent physical products.

At SMKN 5 Yogyakarta, the context of P5 implementation is a continuation of the project-based learning practices that have been implemented previously, so that P5 is understood as a routine annual program. The program input is marked by teacher involvement and curriculum team support, although there is no specific P5 coordinator. The implementation process is carried out flexibly through a block time system and cross-party collaboration, but still faces obstacles in coordination, time management, and differences in work speed between student groups. The P5 products are evident in increased participation, responsibility, cooperation, and the production of simple creative products relevant to the learning context. Meanwhile, SMKN 6 Yogyakarta showed more stable and systematic readiness from the outset. P5 was positioned as an integral part of the school's vision with the support of human resources, clear structural coordination, and the involvement of parents and industry. The process was well-planned with consistent monitoring, and P5 products were more prominent in strengthening the soft skills of students evenly.

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