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## Evaluation of the Implementation of P5 in Strengthening the Character of Students in Junior High Schools in Sukajaya District, Sabang City

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### A B S T R A C T

Character education is an important element in shaping students' moral, social, and emotional competencies, particularly within the context of the Indonesian Independent Curriculum. One strategy to strengthen students' character is through the implementation of the Pancasila Student Profile Strengthening Project (P5). This study aims to describe and analyze the implementation process of P5 in strengthening students' character, the assessment standards used, and the follow-up plan developed to improve the quality of education in junior high schools in Sukajaya District, Sabang City. This study used a qualitative descriptive method involving interviews, observation, and documentation. Informants included the principal, curriculum team leader, subject teachers, and students. The results showed that the implementation of P5 in State Junior High School 2 Sabang focused on a sustainable lifestyle theme through ecobrick activities, while State Junior High School 2 Sabang adopted an entrepreneurship theme through a school bazaar event. All implementations followed the four main stages of P5: planning, implementation, evaluation, and follow-up. Assessment emphasized authentic evaluation based on student participation, creativity, and collaboration. It can be concluded that the implementation of P5 made a positive contribution to strengthening students' character and improving contextual learning, although continuous improvement and teacher guidance are still needed.

### 1. Introduction

Character education is one of the important aspects in shaping the young generation in this era of globalization, not only requiring intellectual intelligence but also having integrity, morality, and a positive attitude in facing challenges in life. Character education is a process of instilling, developing, and forming moral values and positive attitudes in individuals, especially students, so that they can behave well in everyday life. The concept of character education is not only related

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to academic knowledge, but more to the formation of a good personality, leading to the development of attitudes, habits, and actions that are in accordance with social norms, ethics, and moral values that apply in society.

Character education describes the characteristics of positive values and good behavior that can be found in everyday life, whether in family life, society, nation or state, which is carried out among young people, teenagers or adults Purnawanto (2023). Character education is often considered as the foundation for creating a just, prosperous, and harmonious society. Along with the increasingly complex development of the era, the challenges in forming the character of students are also increasing, so that systematic and planned efforts are needed to ensure that these character values can be instilled effectively.

In Indonesia, character education has received serious attention in the education curriculum, especially with the implementation of the values contained in Pancasila. The government through the Ministry of Education and Culture (Kemendikbud) is aware of the importance of character education, which is not only provided through certain subjects, but also through various extracurricular activities and in daily life at school. Through character education, it is hoped that students will not only master skills and knowledge, but also be able to build an honest, responsible, sensitive to social problems, and broad-minded personality. One of the government's efforts to improve the quality of education and strengthen character, including education at the junior high school level, is to improve the curriculum, such as the Merdeka Curriculum that is currently being implemented. The Merdeka Curriculum is a guideline for all implementation of learning in elementary and secondary education which is developed according to the context and needs of students in educational units.

One aspect that is part of the Independent Curriculum is the implementation of the Pancasila Student Profile Strengthening Project (P5) which is an inseparable part of the Independent Curriculum. P5 is an effort to realize the Pancasila Student Profile who is able to behave in accordance with the values of Pancasila as stated in the Regulation of the Minister of Education and Culture number 22 of 2020 concerning the Ministry of Education and Culture's Strategic Plan for 2020-2024 which states that Pancasila students are the embodiment of Indonesian students as lifelong learners who have global competence and behave in accordance with the values of Pancasila, with six dimensions, namely: faith, devotion to God Almighty and noble character, global diversity, mutual cooperation, independence, critical and creative reasoning Greetings (2023).

The Pancasila Student Profile is a character and competency that is built in educational units through school culture, intracurricular learning activities, the Pancasila Student Profile Strengthening Project (P5) and extracurricular activities Ningsih, et al (2023). P5 is a cross-disciplinary learning to observe and think of solutions to problems in the surrounding environment. This learning uses a project-based learning approach that is different from project-based learning in intracurricular programs in the classroom.

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P5 has a very important role in strengthening the character of students, especially in Indonesia. Here are some reasons why P5 is important in strengthening the character of students, namely: instilling Pancasila values, character formation based on local wisdom, developing active citizenship, increasing empathy and tolerance, forming positive attitudes and ethics, developing 21st century skills and supporting contextual and holistic learning Kemdikbudristek (2022). Thus, P5 is an integral part of education that aims to shape the character of students so that they have a strong, resilient personality and are responsible for themselves, their families, society and the country.

In some Junior High Schools (SMP) Sukajaya District, Sabang City, although P5 has been implemented and the assessment of P5 itself, there is still no significant impact on strengthening the character of students. In fact, during the implementation of P5, many students were very enthusiastic in participating in the activity. All aspects of the assessment, both knowledge, skills and attitudes, can be fulfilled and received very good assessments. However, in the reality of everyday life, everything obtained from learning and P5 experience, especially character or attitude, both in the school environment and in the student's residential environment cannot be applied properly. Many students still often neglect their religious obligations, do not care about cleanliness and environmental sustainability, there are still fights between students, lack empathy for other people's difficulties, do not want to help their parents and are negligent in studying. There are still students who litter. Many students are busy with gadgets for a long time and often neglect their duties and obligations. The existence of poor student character in schools has also been a complaint of several principals during the MKKS Junior High School City Sabang meeting.

The implementation of P5 in educational units is still a complicated problem and has not been in accordance with expectations in strengthening the character of today's students, this may be because this program is still new and is still looking for a good model in planning, implementation, and evaluation that must be carried out by educational units. Also from the management of the principal in managing the P5 program which is not yet optimal, the competence of teachers in implementing P5 is not yet qualified and the facilities and infrastructure are inadequate. P5 learning is also separate from the learning achievements of each subject, so the form of reporting learning outcomes is also separate and it is still unclear what the model of a good reporting form is. Research is needed on the evaluation of the implementation of P5 in educational units so that the learning and assessment processes carried out can achieve the expected goals in the Independent Curriculum.

The focus of research was taken in junior high school See Sukajaya District, Sabang City, was used as a preliminary study to evaluate how the implementation of the P5 program was both in the driving school, namely State Junior High School 3 Sabang and the non-driving school, namely State Junior High School 2 Sabang, because these schools have implemented the Independent Curriculum and implemented P5. When viewed from the aspect of implementing P5, several junior high schools throughout Sukajaya District, Sabang City have implemented P5 based on the

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Education Unit Curriculum and with themes that have been adjusted to the environmental conditions and resources available in the surrounding environment and have even implemented what is called a work harvest or project harvest. Thus, what has been done can at least be an example for other schools that have not yet conditioned it like that.

From the description above, a study is needed that can describe the planning process, implementation, project assessment, and follow-up of the Pancasila Student Profile Strengthening Project to be used as input for all stakeholders in further developing the Pancasila Student Profile Strengthening Project (P5) program which is able to strengthen the character of students in each educational unit, especially at the junior high school level. See Sukajaya District, Sabang City.

## 2. Methodology

This research uses qualitative research methods. According to Kirk and Miller in Moleong (2017) Qualitative research is a particular tradition in social science that fundamentally relies on observations of humans both in their domain and in their terminology. According to Sahir (2021) Qualitative method is a method with a research process based on perception of a phenomenon with its approach the data produces descriptive analysis in the form of oral sentences from the research object. This type of research is descriptive. Sugiyono (2019) define Descriptive research is a method of researching the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of descriptive research is to create a description, picture or painting systematically, factually and accurately regarding the facts, characteristics and relationships between the phenomena being investigated.

This research was conducted in Junior High School Sukajaya District, Sabang City. The junior high schools that were the location of this research were Junior High School 2 Sabang and Junior High School 3 Sabang. The selection of this location was based on initial observations that these schools had implemented the Independent Curriculum and implemented P5, but there were still students whose characters were not in accordance with the Pancasila Student Profile, so the researcher suspected that the implementation of P5 was still not optimal and there needed to be an evaluation of the P5 process and assessment and to be able to take follow-up actions on the implementation of P5 in order to strengthen the character of students. The time of this research is planned to be carried out for one month, namely April 2025.

In qualitative research, the party providing information is called the informant or research subject. Sugiyono (2019) states that research informants are parties who are samples or subjects targeted by researchers to be researched. Idrus (2019) also mentioned that Informants are the place to obtain information collected as an effort to answer the research questions posed. The informants in this study can be seen in Table 1.

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Table 1. Research Informants

No	Informant	Amount
1	HeadSchool	2 persons
2	Head of Curriculum Team	2 persons
3	Subject teachers	4 people
4	Learners	4 people
	Total	12 people

Informants in this study were taken using purposive sampling techniques. Nasution (2011) to put forward *purposive sampling* is a sampling that is carried out in accordance with the required sample requirements. The sampling is done intentionally by taking only certain samples that have certain characteristics, traits, criteria, or properties. Research procedure is a sequence of doing something. If this meaning is associated with research, the procedure refers to the stages or sequence of activities that must be passed where each stage contains the main ideas related to a particular activity. Research procedure as a sequence of activities that guide important activities with an established order in order to find the truth objectively. The procedure in the research that the researcher does consists of several stages, namely; research preparation stage, field work stage, drawing conclusions.

The data in the research consists of primary data and secondary data. Primary data, namely data that is directly obtained from the first data source at the research location or research object Wahidmurni (2017). The primary data used in this study are the results of interviews with the principal, curriculum team leader, teachers, and students. Primary data are also the results of direct observations in the field. While secondary data is data obtained from second sources or secondary sources of the data we need Wahidmurni (2017). The data used is in the form of reading literature that is relevant to this study, such as theses, scientific journals, books, magazines, articles and internet sites. The researcher collected both types of research data above using the technique Interview, Observation.

Data analysis is the process of systematically searching for and organizing interview transcripts, or materials found in the field. According to Sugiyono (2019), qualitative analysis is divided into four parts, namely data collection, data reduction, display and data verification. Data analysis is the process of systematically searching and compiling data obtained from questionnaires, interviews, field notes and other materials, so that it can be easily understood, and all can be informed to others Sugiyono (2019). After all data is obtained through observation and interviews, all existing data will be processed to facilitate the data analysis process, then the existing data is sorted, the aim is to facilitate processing the data that has been collected based on the results of the author's interview.

The data analysis stage is a very important stage in a study, because at this stage, the author can formulate the results of his research. The data analysis process begins by reviewing all available data from interviews, observations and documentation. The stages of analyzing data through data collection, data reduction, data display, drawing conclusions.

### 3. Results and Discussion

This section presents the research findings related to the evaluation of the implementation of P5 in strengthening the character of students at junior high schools in Sukajaya District, Sabang City, especially at State Junior High School 2 Sabang and State Junior High School 3 Sabang. The results of these findings were obtained from the results of observations and interviews, therefore in this results section, each of the research findings is described as can be seen in the section below.

#### ***The Process of Implementing P5 in Strengthening the Character of Students in Junior High Schools in Sukajaya District, Sabang City***

This research was conducted at SMP SeSukajaya District, Sabang City, consisting of State Junior High School 2 Sabang and State Junior High School 3 Sabang. These two schools certainly also have similarities and differences in terms of the P5 implementation process in strengthening the character of their students, as the research findings below.

##### ***State Junior High School 2 Sabang***

The implementation of the Pancasila Student Profile Strengthening Project (P5) at the Junior High School (SMP) level is part of the implementation of the Independent Curriculum which aims to develop students' characters holistically. The process of implementing P5 in SMP involves several main stages, namely planning, implementation, and evaluation. Each stage is designed to ensure that the values of the Pancasila Student Profile can be internalized in students through contextual, collaborative, and reflective activities.

The stages of P5 implementation carried out at State Junior High School 2 Sabang include the planning stage, implementation stage, and evaluation stage. At the planning stage, the school forms a P5 implementation team consisting of the principal, vice principal for curriculum, P5 coordinator teacher, and facilitator teachers. Furthermore, the determination of the P5 theme is based on the dimensions of the Pancasila Student Profile, such as mutual cooperation, independence, creativity, and global diversity. The team compiles a project module that contains learning objectives, core activities, formative and summative assessments, and activity flow. The scheduling of P5 activities is integrated into the academic calendar in the form of a three-week block of time each semester, this is also in accordance with what was expressed by the principal of State Junior High School 2 Sabang as follows:

*The process of planning the implementation of P5 in this school begins with the formation of a P5 implementation team, identifying the readiness of educational units, teacher creativity in designing modules and activities, implementing collaboration with external parties, and considering the allocation of time and resources. (Interview: KS, April 29, 2025).*

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In the implementation stage of P5 at State Junior High School 2 Sabang, the project began with an activity to introduce the theme and map out contextual problems in the students' environment. Students worked in groups to design and implement real actions, such as creating a school cleanliness campaign, cultural exhibition, or simple product innovation. The teacher acted as a facilitator, accompanying the discussion process, reflection, and project implementation, not as the main teacher. The implementation process emphasized collaboration, problem solving, and Pancasila values in real actions, this is also in accordance with what was expressed by one of the subject teachers at State Junior High School 2 Sabang as follows:

*Collaboration is essential in creating a learning environment that supports all parties to be actively involved in planning and implementing P5. Collaboration increases the sense of responsibility and ownership. Teachers can also identify the needs and obstacles of students, schools can complete facilities and infrastructure so as to improve and strengthen the success of P5 implementation. (Interview: GR, April 29, 2025).*

From the above statement, collaboration is very important in implementing P5 in schools. Epstein and Sheldon in Sari, et al (2022) has shown that collaboration between schools, families, and communities is a multidimensional concept. Multidimensional means cooperation that occurs in different dimensions or terms, especially involving parents in various school activities or programs. Basically, collaboration is to achieve the desired common goals by helping each other. In this case, collaboration between teachers and parents aims to achieve student success in the learning process.

In the evaluation stage of the implementation of P5 at State Junior High School 2 Sabang, the evaluation was carried out through behavioral observation, portfolio assessment, and student reflection on the process and results of the project. Character dimensions such as responsibility, mutual cooperation, curiosity, and integrity are the main indicators of the assessment. In addition, an evaluation was also carried out on the implementation of the project itself, including the effectiveness of teacher facilitation and student involvement. The evaluation results are used as considerations for improving the implementation of P5 in the next cycle. In general, the implementation of P5 at State Junior High School 2 Sabang aims to develop holistic competencies, strengthen the character and identity of students, and improve critical, creative and innovative thinking skills, this is in accordance with what was expressed by the principal of State Junior High School 2 Sabang as follows:

*The main objective of implementing P5 in this school is to develop holistic competencies, strengthen the character and identity of students, and improve critical, creative and innovative thinking skills. (Interview: KS, April 29, 2025).*

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Through active involvement in contextual projects, students are expected to be able to develop holistic competencies, social, emotional, and national values

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competencies in a balanced manner. Evaluation of the implementation of P5 is very important to ensure the achievement of long-term goals in the formation of the Pancasila Student Profile.

Likewise, the results of the analysis of research findings concerning the implementation process of the Pancasila Student Profile Strengthening Project in the context of developing student character at State Junior High School 2 Sabang that State Junior High School 2 Sabang has just completed P5 with the theme of sustainable lifestyle through ecobrick making activities. The Pancasila Student Profile Strengthening Project (P5) is relevant to global challenges. P5 is designed to help students develop awareness of sustainable environmental, social, and economic issues. In the context of a sustainable lifestyle, P5 provides students with the opportunity to actively participate in activities involving environmental conservation, such as waste management, natural resource conservation, and the use of traditional medicinal plants as natural health solutions Rizqiah (2024).

The results of the analysis of the findings of this study also show that there are several steps applied in the implementation process of P5 in developing character in students at State Junior High School 2 Sabang as the results of observations and interviews at the school. Based on the theme of sustainable lifestyle through ecobrick making activities and referring to the Pancasila Student Profile, this project aims to build student awareness of the causes of environmental pollution and how to reduce the causes as well as the importance of managing plastic waste and taking action as a solution to the plastic problem and contributing to activities to reduce plastic waste starting from the school environment by getting students used to bringing personal drinking bottles, getting used to throwing garbage in its place and taking action to live an environmentally friendly and sustainable lifestyle.

The above statement explains that the implementation process of P5 in order to strengthen the character of students at State Junior High School 2 Sabang until now has focused more on the aspect of student awareness of the importance of protecting the surrounding environment by realizing activities to protect the environment, especially the school environment, from various types of waste.

The implementation process of P5 in order to strengthen the character of students at State Junior High School 2 Sabang is certainly also carried out with a predetermined project activity flow, as the results of the researcher's observations found the project activity flow as follows, the first stage in the implementation process of P5 to strengthen the character of students at State Junior High School 2 Sabang is to carry out socialization and preparation of project activity programs by means of the project coordinator providing an overview of the Pancasila Student Profile Strengthening Project, teachers and students planning a project, how to implement it, evaluation and reflection, and follow-up plans. Not only that, in this first stage the teacher and students make an agreement to compile a project and form a group that will carry out the project. The process of implementing P5 at State Junior High School 2 Sabang is carried out mainly by forming a team, compiling a project activity program, and reporting strategies. With a clear picture of the implementation of P5, it will be able to implement it well in accordance with the

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principles of implementing P5, as stated by the Head of the Curriculum Team below:

The planning process for implementing P5 in this school began with the formation of a P5 implementation team, then identifying the readiness of educational units, determining the dimensions, themes, and time allocation for P5 activities, compiling P5 modules, and determining P5 reporting strategies (Interview: KTK, April 19, 2025).

The above explanation clearly shows that the implementation process of P5 in State Junior High School 2 Sabang has been well planned. With this good planning, it is expected that the implementation of P5 can run well and can strengthen the character of students. In line with research Rizqiah (2024) which shows that P5 activities with the theme of sustainable lifestyles aim to build awareness of the importance of protecting the environment. In addition to building awareness, another goal is to develop students' social and emotional skills through cooperation, communication, and tolerance exercises.

Not only that, the stages of the P5 implementation process in order to strengthen the character of students at State Junior High School 2 Sabang are also carried out by observing the school environment, reading articles or watching videos about preserving the school environment. After observing and obtaining various reading sources to implement the P5 program through clean and healthy environmental activities, the school, both through teachers and students, prepares a school environmental preservation plan. In the activity of collecting raw materials with the activity coordinator teacher, students collect plastic waste and students prepare used plastic bottles and other materials. Then prepare the equipment, where students prepare the equipment needed by bringing it from their respective homes and borrowing it from the school. Then students conduct interviews with teachers and other community members who are experts and know about ecobricks to be recorded and videotaped the results of the interview.

After the various stages of preparation were carried out by students coordinated by teachers and State Junior High School 2 Sabang, the next process in implementing P5 at the school was to carry out real action activities in order to protect the environment. Research results Wati & Jamaludin (2025) also shows that the implementation of P5 sustainable lifestyle theme is going well. This activity instills environmental awareness through education about the importance of maintaining ecosystems and managing the impacts of human activities. This project includes processing plastic waste into ecobricks that encourage students' creativity while instilling the principles of sustainability.

At the action stage at State Junior High School 2 Sabang, several activities were carried out, including waste sorting activities, organic and non-organic were sorted according to type, videoed in the context of a waste sorting campaign. In addition, ecobrick activities were also carried out, non-organic waste was cleaned, weighed, crushed or cut into pieces and put into bottles. From the above, it is clear that the formation and strengthening of students' characters in activities to maintain

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environmental cleanliness is carried out through various activities related to waste management, starting from activities to sorting types of waste and cutting it to make a video of the waste processing activity, so that it can be useful for other schools.

Not only up to the action stage, the implementation process of P5 to strengthen the character of students at State Junior High School 2 Sabang is also carried out up to the evaluation, reflection, report preparation and presentation stages to follow-up on the implementation process of P5. Maula & Rifqi (2023) mentions that a sustainable lifestyle is a lifestyle that prioritizes the use of the latest energy. A sustainable lifestyle seeks to meet needs without having to change and reduce energy sources for the next generation. A sustainable lifestyle can currently be linked to a government program that is linked to the independent curriculum, namely the Pancasila Student Profile Strengthening Project, with the hope that teachers and principals can understand the essence of a sustainable lifestyle and can appeal to and invite students to implement a sustainable lifestyle that is integrated with the Pancasila Student Profile Strengthening Project.

At the evaluation and reflection stage, students fill in their own self-assessment rubrics. Then the teacher checks the results of the answers to the students' self-assessments and evaluates the results of the students' answers and prepares the follow-up. Not only providing assessments, students are also asked to prepare reports in the form of PPT, where students take photos or videos of each stage of the activity and compile them in a report in the form of PPT. After the activity of compiling various reports in the form of PPT, students are then asked to convey the results of their activities in front of the class.

Based on the explanations above, it is clear that in the process of implementing P5 to strengthen the character of students at State Junior High School 2 Sabang, it involves the active role of students, starting from the activities of compiling activity programs, action activities and evaluations. This is all done so that the character of students at State Junior High School 2 Sabang can be formed in line with the P5 program. After all the implementation processes of P5 to strengthen the character of students at State Junior High School 2 Sabang are completed, then they enter the planning stage for follow-up activities from the activity.

At the planning stage of follow-up activities, students and teachers review the implementation of the newly completed project and as a group, students plan the next project and agree on the project to be implemented next related to strengthening the character of students at State Junior High School 2 Sabang through the P5 program.

After all the implementation processes of P5 have been completed to strengthen the character of students at State Junior High School 2 Sabang, then they enter the follow-up activity planning stage where students and teachers review the implementation of the newly completed project and plan the next project related to strengthening the character of students at State Junior High School 2 Sabang through the P5 program. This is in line with the results of the study Aroka, et al (2023) which shows that the implementation of P5 activities is carried out in two

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stages, namely the conceptual stage and the contextual stage. At the conceptual stage, educators provide literature, learning materials, and topic directions related to sustainable lifestyles to students. While at the contextual stage, students begin to carry out field activities in accordance with the theme.

From the implementation of P5 above, it has been able to improve the character of students in terms of responsibility, mutual cooperation, curiosity, critical thinking, creativity and innovation. However, in terms of time discipline and integrity or commitment to maintaining the cleanliness of the school environment, awareness in students still needs to be improved. There are still students who are late in completing the task of making ecobricks and there are still those who litter during the activity. Thus, in general, the implementation process of P5 at State Junior High School 2 Sabang has been carried out well according to the plan and principles of implementing P5.

### ***State Junior High School 3 Sabang***

The implementation of the Pancasila Student Profile Strengthening Project (P5) at the Junior High School (SMP) level is part of the implementation of the Independent Curriculum which aims to develop students' characters holistically. The process of implementing P5 in SMP involves several main stages, namely planning, implementation, and evaluation. Each stage is designed to ensure that the values of the Pancasila Student Profile can be internalized in students through contextual, collaborative, and reflective activities.

The stages of P5 implementation carried out at State Junior High School 3 Sabang include the planning stage, implementation stage, and evaluation stage. At the planning stage, the school provides an understanding and purpose of P5 implementation to all school residents, prepares activity and assessment plans, forms a P5 implementation team consisting of the principal, vice principal for curriculum, P5 coordinator teacher, and facilitator teachers. Furthermore, the determination of the P5 theme is based on the dimensions of the Pancasila Student Profile, such as mutual cooperation, independence, creativity, and global diversity. The team prepares a project module that contains learning objectives, core activities, formative and summative assessments, and activity flow. The scheduling of P5 activities is integrated into the academic calendar in the form of a three-week block of time each semester, this is also in accordance with what was expressed by the principal of State Junior High School 3 Sabang as follows:

*The process of planning the implementation of P5 in this school begins with providing an understanding and purpose of implementing P5 for all school residents, preparing activity and assessment plans, dividing tasks and responsibilities to the P5 implementation team, as well as having an evaluation and monitoring plan. (Interview: KS, April 21, 2025).*

In the implementation stage of P5 at State Junior High School 3 Sabang, the project began with an activity to introduce the theme and map out contextual problems in the students' environment. Students worked in groups to design and implement real

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actions, such as creating a school cleanliness campaign, cultural exhibition, or simple product innovation. The teacher acted as a facilitator, accompanying the discussion process, reflection, and project implementation, not as the main teacher. The implementation process emphasized collaboration, problem solving, leadership, creativity, innovation, and Pancasila values in real actions, this is also in accordance with what was expressed by one of the subject teachers at State Junior High School 3 Sabang as follows:

*The implementation process of P5 in this school emphasizes collaboration skills, critical thinking, problem solving, leadership, creativity and innovation, empathy, social awareness, and responsibility. And these skills are seen in daily practice in various project activities such as solving problems in everyday life. (Interview: GR, April 21, 2025).*

From the above statement, the implementation of P5 at State Junior High School 3 Sabang targets collaboration skills, critical thinking, problem solving, leadership, creativity, and innovation, empathy, social awareness, and responsibility. All of these skills and characters are very much needed by students in facing the 21st century era.

Similar to State Junior High School 2 Sabang, the evaluation stage of the implementation of P5 at State Junior High School 3 Sabang, was carried out through behavioral observation, portfolio assessment, and student reflection on the process and results of the project. Character dimensions such as responsibility, mutual cooperation, curiosity, and integrity are the main indicators of the assessment. In addition, an evaluation was also carried out on the implementation of the project itself, including the effectiveness of teacher facilitation and student involvement. The results of the evaluation became considerations for improving the implementation of P5 in the next cycle. In general, the implementation of P5 at State Junior High School 3 Sabang aims to increase creativity, collaboration, and entrepreneurship in order to develop 21st century skills, this is in accordance with what was expressed by the principal of State Junior High School 3 Sabang as follows:

*The main objective of implementing P5 in this school is to increase creativity, collaboration, and entrepreneurship in order to develop 21st century skills. (Interview: KS, April 21, 2025).*

From the above statement, it is hoped that through active involvement in contextual projects, students are expected to be able to increase creativity, collaboration, and young entrepreneurs in order to develop 21st century skills. According to Ahmadi & Ibda (2019) There are seven survival skills that are essential for success in the 21st century, namely: critical thinking and problem solving, cross-network collaboration and leading with influence, agility and adaptability, initiative and entrepreneurship, effective oral and written communication, and curiosity and imagination.

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In Indonesia, the National Education Standards Agency (BSNP) also emphasizes the importance of 21st century skills that are in line with the characteristics of the knowledge century. The need for the ability to learn from various sources, formulate problems, think analytically, and collaborate in problem solving. 21st century skills are not only limited to academic knowledge, but also include cognitive, interpersonal, and intrapersonal abilities that enable individuals to adapt, innovate, and contribute effectively in a changing global society. These skills are often categorized into basic literacy (reading, writing, arithmetic), competencies (4C), and character qualities (perseverance, curiosity, initiative, adaptability, leadership).

Evaluation of the implementation of P5 is very important to ensure the achievement of long-term goals in the formation of the Pancasila Student Profile. This is not just about giving grades, but ensuring that each P5 project contributes significantly to the formation of the holistic character of students, encouraging continuous improvement, and creating a relevant and meaningful learning ecosystem.

Likewise, the results of the analysis of research findings from observations regarding the implementation process of the Pancasila Student Profile Strengthening Project in the context of developing student character at State Junior High School 3 Sabang, that State Junior High School 3 Sabang has just completed P5 with the theme "Entrepreneurship" through school bazaar activities. Based on this theme and referring to the Pancasila Student Profile, this project aims to foster an entrepreneurial spirit, independence, creativity, and cooperation among students through school bazaar activities managed by the students themselves. Through this activity, it provides real learning experiences about planning, production, and marketing to prepare students to build their dreams of becoming strong and creative young entrepreneurs. This bazaar is also a place for friendship between students, teachers, parents, and the community around the school.

This is supported by studies Atmaja (2025) which shows that the implementation of the P5 Program as a form of strengthening the character of mutual cooperation of students through the theme of entrepreneurship through several stages starting from planning, orientation, contextualization, real action, reflection, and follow-up. The description of the character of mutual cooperation only focuses on one element, namely collaboration which refers to students who are expected to be able to work together and communicate well in achieving common goals, as well as forming positive dependency and good social coordination.

The implementation process of the Pancasila Student Profile Strengthening Project in the context of developing the character of students at State Junior High School 3 Sabang this time is more focused on entrepreneurial activities through bazaar activities. This is done to foster the character of entrepreneurial spirit, independence, creativity, and cooperation among students. Through this bazaar activity, State Junior High School 3 Sabang hopes to provide real learning experiences about planning, production, and marketing to prepare students to build their dreams of becoming strong and creative young entrepreneurs.

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In order to develop the character of students at State Junior High School 3 Sabang through P5 in the theme of entrepreneurship through bazaar activities are carried out so that students can form characters of independence, creativity, cooperation and creative spirit among students. However, this entrepreneurship activity certainly has its own flow or stages, starting from planning, preparation, implementation and evaluation. In order to strengthen the character of students at State Junior High School 3 Sabang through P5 with the theme of entrepreneurship, the main thing that is done is planning activities. Where at this stage the main thing is project socialization, namely the teacher explains the concept of P5, the theme of entrepreneurship, and the school bazaar activity plan to students.

At this planning stage, group formation is also carried out, where students are divided into small groups of 4-6 people per group. At the planning stage, strengthening the character of students at State Junior High School 3 Sabang through P5 in entrepreneurial activities is carried out by socializing P5 in the field of entrepreneurship and forming student groups to carry out bazaar activities. Study Hanwita (2023) also shows the implementation of the Pancasila Student Profile Strengthening Project with the theme of Entrepreneurship was carried out well and received high enthusiasm from students. The purpose of this program is to improve the implementation process of the Pancasila student profile strengthening project (P5) at the Merdeka Curriculum pioneer school, so that the project can run according to the actual concept.

In this case, during the planning stage, the school also brainstormed product ideas, where each group discussed and determined the products to be sold (food, drinks, crafts, or services). For the next stage, each group was asked to prepare a simple proposal related to the business that includes the business name, product type, target market, materials, initial capital, and marketing strategy. In the next stage of strengthening the character of students at State Junior High School 3 Sabang through P5 in entrepreneurial activities is preparation and production which includes product making, buying and selling simulations and making promotional media. At the product making stage where students start the initial production of products at home or at school, depending on the type of product and simulation activities to prepare students to face the bazaar, including customer service exercises, calculating prices and talking to buyers.

In order for the prepared products to sell well, the school, through the bazaar entrepreneurial activity, also asked students to create promotional media by making short videos to be broadcast on student or school media, such as Tik Tok, Instagram, WhatsApp and so on. Iyan, et al (2023) mentions that the Pancasila Student Profile Strengthening Project (P5) with the theme of entrepreneurship is an important initiative that aims to introduce the basic concept of entrepreneurship from an early age. Through this project, students learn to develop an understanding of the core values of entrepreneurship, such as creativity, innovation, hard work, responsibility, and the ability to overcome challenges. The context of this project may come from the observation that entrepreneurship education from an early age can help prepare students to face global challenges in the future. In addition, this project also aims

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to encourage critical thinking and independence in finding solutions and instill an entrepreneurial spirit from an early age.

After the planning and preparation stages of the school bazaar activities are completed, the next stage is to carry out the bazaar activities. The school holds a bazaar activity which is attended by all classes and each class group maintains a booth by selling their products to other students, teachers, and school residents. During the bazaar activities, students are required to practice responsibility, honesty, cooperation, and trading ethics during the activities. As in State Junior High School 2 Sabang, then in State Junior High School 3 Sabang the final stage is an evaluation and reflection of the P5 activities. Because the strengthening of the character of students in State Junior High School 3 Sabang through P5 focuses on entrepreneurial activities, the evaluation stage is carried out by calculating profits and evaluations, where each group calculates profits/losses and evaluates the production process to sales.

Not only at the profit calculation stage, students are also asked to present the results of their activities and write their experiences as part of the reflection. Each group member is asked to present the sales results, strategies used, and lessons learned and we as students also write down the experiences and character values gained during the bazaar activities.

Based on the above explanations, it is clear that the strengthening of the character of students at State Junior High School 3 Sabang through P5 in entrepreneurial activities has undergone a regular process, starting from the planning, preparation, implementation and evaluation stages as well as reflection. This study is also in line with research Fatah & Zumrotun (2023) which shows that the implementation of the independent curriculum in P5 activities with the theme of entrepreneurship aims to increase creativity, critical thinking and independence in students. So that the implementation of the independent curriculum P5 in entrepreneurship themed activities is welcomed by the school community, especially students who can increase student independence. However, in terms of time discipline and commitment to maintaining the cleanliness of the school environment, commitment and awareness in students still need to be improved. There are still students who are late in participating in school bazaar activities and there are still those who litter during the activity. Thus, in general, the implementation process of P5 at State Junior High School 3 Sabang has been carried out well according to the plan and principles of implementing P5.

#### *Action Continued Improvement of P5 Implementation in Strengthening Student Character in Junior High Schools Sukajaya District, Sabang City*

Follow-up to the improvement of the implementation of the Pancasila Student Profile Strengthening Project (P5) in junior high schools throughout Sukajaya District, Sabang City in the form of improving teacher competency, utilizing technology, and collaborating with various parties. The goal is to ensure that P5 runs effectively in strengthening the character of students according to the Pancasila

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Student Profile, both the follow-up to the improvement of the implementation of P5 at State Junior High School 2 Sabang and at State Junior High School 3 Sabang.

### ***State Junior High School 2 Sabang***

Activity follow-up to the improvement of the implementation of P5 in strengthening the character of students in junior high schools throughout Sukajaya District, Sabang City, especially in State Junior High School 2 Sabang, includes four aspects, namely: first, improving teacher competence, namely the main thing that must be considered in following up on strengthening the character of students through the P5 program at State Junior High School 2 Sabang is improving teacher competence through various activities, both training, mentoring and community formation. Not only improving teacher competence related to the P5 program in strengthening the character of students in junior high schools throughout Sabang City, it is also necessary to form a practical community.

Second, the use of technology in the form of digital technology, projects and interactive learning is also very much needed in shaping the character of students through the P5 program at State Junior High School 2 Sabang. This shows how important the use of digital media is in successfully strengthening the character of students through the P5 program at State Junior High School 2 Sabang. This is because with the use of technology what is done can be known by many people and any shortcomings in implementation can be obtained information through online media.

Third, there is a need for collaboration with various parties. This means that it is not enough to just maximize internal school activities in strengthening student character through P5, but also to pay attention externally, namely by carrying out good collaboration with various parties both as stakeholders, partnerships and cooperative relationships. Research results Sukainah (2025) also shows that the follow-up to the implementation of P5 shows a positive direction, but there is still a need for increased coordination, ongoing training, strengthening of resources, and collaboration with parents and the community to shape the character of students.

The follow-up that must be carried out by the school in strengthening the character of students throughout Sukajaya District, Sabang City through the P5 program is improving teacher competence, maximizing digital technology utilization and collaborating with various parties that are related to the P5 program run by the school, this is also in accordance with what was expressed by the principal of State Junior High School 2 Sabang as follows:

*Things that need to be done to make the implementation of P5 more effective in strengthening student character are improving teacher competence, selecting relevant themes and activities, collaborating with the community, effective time management, utilizing technology, ongoing monitoring and evaluation, and increasing the involvement of parents and the community in P5 activities. (Interview: KS, April 29, 2025).*

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Fourth, continuous monitoring and evaluation, this is in line with research. Rizqiah (2024) which shows that the follow-up of the implementation of P5 in schools includes continuous monitoring and evaluation to ensure that learning objectives are achieved and that positive impacts are sustained. The evaluation shows that schools that have a systematic P5 monitoring and follow-up mechanism tend to be more successful in achieving character building objectives. Feedback from monitoring allows for immediate improvements to the project process and content, while follow-up ensures that learning from each P5 cycle is used for future program development and ongoing character building beyond the project context.

### ***State Junior High School 3 Sabang***

Follow-up to improve the implementation of the Pancasila Student Profile Strengthening Project (P5) at State Junior High School 3 Sabang aims to strengthen the character of students through strengthening Pancasila values. These follow-up steps include evaluation, improvement, and continuous development of the implementation of P5 that has been carried out. The first part of the follow-up carried out by State Junior High School 3 Sabang is improving teacher competence. In this regard, State Junior High School 3 Sabang conducts training for teachers through the school mover program, motivates teachers to attend online seminars and actively learn through the Merdeka Mengajar Platform (PMM).

Second, the use of technology in the form of digital technology, projects and interactive learning is also very much needed in shaping the character of students through the P5 program at State Junior High School 3 Sabang. This shows how important the use of digital media is in successfully strengthening the character of students through the P5 program at State Junior High School 3 Sabang. Provision of quality teaching materials and support for the implementation of P5, such as modules, learning videos, and examples of inspiring projects and encourage active participation of students in every stage of P5, from planning, implementation, evaluation to follow-up. With the use of technology, what is done can be known by many people and any shortcomings in implementation can be obtained through online media.

Third, there is a need for collaboration with various parties. This means that it is not enough to just maximize internal school activities in strengthening student character through P5, but also to pay attention externally, namely by carrying out good collaboration with various parties both as stakeholders, partnerships and cooperative relationships. Research results Sukainah (2025) also shows that the follow-up to the implementation of P5 shows a positive direction, but there is still a need for increased coordination, ongoing training, strengthening of resources, and collaboration with parents and the community to shape the character of students.

Fourth, continuous monitoring and evaluation, this is in line with research. Rizqiah (2024) which shows that the follow-up of the implementation of P5 in schools includes continuous monitoring and evaluation to ensure that learning objectives are achieved and that positive impacts are also realized. The evaluation shows that schools that have a systematic P5 monitoring and follow-up mechanism tend to be

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more successful in achieving character strengthening objectives. Feedback from monitoring allows for immediate improvements to the process and content of the project, while follow-up ensures that learning from each P5 cycle is used for future program development and ongoing character strengthening outside the project context. This is also in accordance with what was expressed by the principal of State Junior High School 3 Sabang as follows:

*Things that need to be done so that the implementation of P5 is more effective in strengthening students' character are the integration of character development in RPP/teaching modules, provision of teaching materials in the form of inspiring project videos, increasing teacher competence, increasing the involvement of parents and the community in P5 activities and ongoing monitoring and evaluation. (Interview: KS, April 21, 2025).*

From the above statement, it shows that improving teacher competence, utilizing technology in the form of inspiring project videos, increasing parental and community involvement, and continuous monitoring and evaluation are follow-up improvements that must be carried out at State Junior High School 3 Sabang in implementing P5 in order to strengthen character and improve student competence.

#### 4. Conclusion

Based on the research on the evaluation of the implementation of P5 in strengthening the character of students in junior high schools throughout Sukajaya District, Sabang City, it can be concluded that the process of implementing the Pancasila Student Profile Strengthening Project (P5) in junior high schools throughout Sukajaya District, Sabang City, where the research was conducted, the theme chosen was a sustainable lifestyle with ecobrick making activities at State Junior High School 2 Sabang and the theme of entrepreneurship with school bazaar activities at State Junior High School 3 Sabang. The implementation process of P5 in these two schools has been carried out well according to the plan and principles of P5 implementation. The implementation process starts from planning, implementation, evaluation and follow-up. This activity has been able to develop the character of students, both in the fields of spiritual awareness, integrating Pancasila values, promoting tolerance, independence, creativity and innovation, cooperation and critical reasoning and global diversity.

The assessment standards in strengthening the character of students at State Junior High School 2 Sabang and State Junior High School 2 Sabang through P5 focus on the main components assessed, namely process assessment, product assessment, attitude assessment, and reflection assessment and are in accordance with the principles of the Pancasila Student Profile assessment, namely holistic, authentic and sustainable, focused on the process not the end result, not absolute and diverse, the types of assessments are diverse and spread throughout the project and involve students. The P5 assessment focuses more on strengthening character and developing holistic competencies of students.

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The implementation of P5 in State Junior High School 2 Sabang and State Junior High School 3 Sabang showed significant effectiveness in strengthening several dimensions of the Pancasila Student Profile, especially in the aspects of mutual cooperation, creativity and innovation, critical and independent thinking. The designed projects encourage students to collaborate in teams, generate new and innovative ideas, and take initiative and responsibility in their learning process. However, there is still a need for improvement in terms of time discipline and integrity. The follow-up that must be carried out by the school in strengthening the character of students through the P5 program is improving teacher competence, maximizing the use of digital technology, collaborating with various parties that are related to the P5 program being run, as well as continuous monitoring and evaluation.

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