

Implementation and Evaluation Challenges of the Pancasila Learner Profile on the Theme of Engineering and Technology an Phase D

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ABSTRACT

This study evaluates the challenges and effectiveness of implementing the Profil Pelajar Pancasila (P5) project-based learning module at SMP Negeri 2 Pangentan. Using a qualitative descriptive approach, data were collected through interviews with 13 teachers and questionnaires from 60 students, analyzed with descriptive statistics and triangulation methods. Findings highlight challenges such as limited parental support and time management issues, while students showed strong engagement in collaboration and creativity but less interest in technological innovation. The study concludes that parental involvement, student motivation, and teacher adaptation are key factors in the success of the P5 module.

INTRODUCTION

Education has an important role to develop human resources in order to achieve the country's vision (Qonitah & Choiriah, t.t.), Pancasila Learner Profile is compiled to answer a serious question, the question is what (competencies) does the Indonesian education system have? Are you interested in contributing to Drafting policies stipulated in the Minister of Education and Culture regulation Number 22 of 2020 concerning the Strategic Plan of the Ministry of Education and Culture 2020-2024? Pancasila emphasizes not only the development of cognitive skills, but also on attitudes and behaviors that reflect one's identity as part of the Indonesian nation and as a citizen of the world (Fitriya & Latif. p. 139, 2022). The P5 program is designed to improve character education in Indonesia and acquire skills by applying the 6 dimensions of the Pancasila Learner Profile, namely faith and devotion to God Almighty, global diversity, cooperation, mutual self-learning, critical thinking and creativity. It is hoped that the Indonesian State will become a person of competent character who can answer the obstacles of the 21st century and practice the values contained in the P5 (Hariawan & Tsamara. P. 122, t.t.). In addition to preparing competent people (Mee Mee et al., 2021) related to the success of a clear organizational structure, the proper division of tasks is critical to the success of character education programs according to Lasmi et al., (2022). Pancasila, is designed to produce competency standards for graduates in all fields of an educational level that emphasize their character based on the values of Pancasila (Retno n.d.).

Education management is not an easy task as the problems in education are relatively complex (Garuda283190, n.d.). The task and authority is to design and develop the implemented program, as well as evaluate the learning process, after which it is continued with the implementation of an independent program. Not only that, teachers also have the task of adapting to meet the needs of students who continue to develop every time. (Aulia, Murni, & Desyandri, 2023). Teachers must also be able to expand reading to access and analyze (Januarty & Nima, 2018). Teachers also have an important role not only in knowledge, but also must have process skills to build student characters have the opportunity to learn from the surrounding environment or contextual (Aulia et al., 2023). Teachers can also be the main agent in education (Afriza, 2024).

The Pancasila learner profile is the character and ability to be instilled in the daily life of each student through school culture and subject matter taught at school (Nurhayati et al., n.d.). An independent study program is a means to achieve educational goals (Juleha et al., 2021). As part of the implementation of the independent study program, P5 project-based learning is one of the approaches used to develop the Pancasila learner profile. The Pancasila learner profile also emphasizes improving character and instilling skills in students to improve quality (Zahro & Azah, n.d.). However, a teacher is not only an educator, but also instills character values. Not only

teaching but also teaching character values and noble morals (Nur Wahyuni, n.d.) However, when creating project-based P5 modules, the main challenge faced by teachers is

change. Making project-based P5 modules the main challenge faced by teachers in making this module is a change in the learning paradigm. According to Sukanto (2022), "Project-based modules require teachers to design materials that make students take an active role in the learning process, which often requires a change in the advanced approach applied so far. This is often an obstacle because teachers have to adapt to new ways of delivering materials that are not only based on theory, but also practical application as reported requires teachers to design materials that make students take an active role in the learning process, which often requires changes in the approach to teaching that has been applied. "This is often a barrier because teachers must adapt to new ways of delivering material that is not only based on theory, but also on practical application. As stated by Wahyuni (2023), "one of the biggest challenges in making project-based modules is the teacher's ability to utilize technology as a tool, where not all teachers have adequate technological skills. "According to (D. Education, n.d.) "Evaluation carried out formatively in each stage of the project can be teachers can provide constructive feedback to students, as well as identify areas that need improvement in the creation of project-based P5 modules".

At SMP Negeri 2 Pangentan, Pagentan kec. Pagentan, Kab. Banjarnegara, Central Java, which has challenges in making the P5 module, there are also some data from interviews with teachers regarding challenges and teacher evaluations in completing it. The implementation of the Merdeka curriculum has changed the work of teachers and education personnel a lot, starting from learning processing, strategies, approaches, models, methods. These changes will essentially help deepen the competence of teachers and students and improve the quality of learning independence (Izzah Salsabilla et al., 2023).

THEORETICAL REVIEW

Education has a strategic role in developing human resources in accordance with the values of the Indonesian nation. As explained by Qonitah and Choiriah (tt), education aims to create individuals who can realize the country's vision. One of the efforts made to achieve this goal is by introducing the Pancasila Learner Profile, which was developed to ensure the competencies possessed by the Indonesian education system. Pancasila not only emphasizes on cognitive skills, but also on the development of attitudes and behaviors that reflect Indonesian identity as well as global responsibility, as explained by Fitriya and Latif (2022). This concept refers to the formation of student character in accordance with the values of Pancasila through education.

METHODOLOGY

This research uses a descriptive qualitative approach, which describes existing phenomena systematically and objectively without attempting to

change the conditions under study (Sugiyono, 2017). Qualitative research also focuses on understanding social phenomena in a deeper context by using interview methods and distributing questionnaires that aim to gain an in-depth view of the

challenges and assessments faced by teachers and educators (Miles & Huberman, 2014).

This research was conducted in 2024 by involving teachers and students as the population and sample at SMP 2 Negeri Pangentan school. The data sources in this study consist of interviews with teachers asking about what are the challenges and evaluations in making P5 modules and distributing questionnaires and providing items around 17 questions and 60 student respondents. The technique used is sampling technique or random sample of students taken from SMP 2 Negeri Pangentan VII, VIII, IX classes.

Regarding how students' interest in project-based learning. The distribution of the questionnaire will be accumulated and find solutions to what causes students to be uninterested in project-based learning so that teachers can re-evaluate the learning module so that it can be synchronized with the learning interests of students and students.

For data processing, descriptive statistical analysis is used. This technique is used to describe or summarize data in a concise manner so that it is easy to understand. The aim is to provide clear information about the main characteristics of a group of data without having to make further conclusions or test hypotheses. By determining the mean (average), Median, which is the value located in the middle of the data if the data is sorted and finally the mode, which is the value that appears most often.

Furthermore, to maintain data quality, researchers use triangulation techniques, which combine interviews, questionnaires and related documents to ensure the validity and reliability of the findings.

RESULTS

Teachers' challenges and evaluations in creating P5 modules

During the development of P5 project modules, some respondents from teachers at SMP Negeri 2 Pangentan stated that they had created challenging and relevant project modules for students that allowed them to apply Pancasila concepts in practice, such as solutions, as well as explaining individual beliefs and motivations (Ham, Lee, & Lee, 2025). Examples include social and environmental issues. such as social or environmental issues. Not only that, teachers from SMP 2 Pangentan organize the activities in detail which include the stages of the project, the materials needed and the appropriate evaluation techniques to monitor students' progress in achieving the objectives. There are three stages that must be carried out in implementing the Pancasila Student Profile Strengthening Project, namely planning, implementation, and evaluation (Pramesti, Evangelyne, & Krulbin, 2024). Through trainings, workshops, seminars, on project-based learning (Azmi, n.d.). To build and support productive conversations in order to establish connections between knowledge points based on concepts built by the teacher (Hu, Tian, & Li, 202).

The essence of the P5 Project Module is to instill the strengthening of the Pancasila learner profile in students by familiarizing students with the

History of the nation's struggle and national figures who fought for independence, as well as fostering a sense of pride and love for the holy land. With P5 can encourage students to work together through projects that require problem

solving, students learn to think creatively and innovatively, which contributes to the development of their character in facing challenges and changes therefore it is very important if making an update so that education is organized, planned, directed, and sustainable (Samitri, Sudirman, & Angga, 2024). Through a project process that requires careful planning and implementation, students learn to work independently, develop the character of independence and self-confidence. As well as prioritizing the interests of the nation and state that refers to the identity of the Indonesian nation (Syakroni, 2024).

Teacher performance before and after gaining responsibility must have the main components of preparation, learning, implementation and responsibility (Ezverenzha Lelatobur, Herman Ferdy Manongga, & Iriani, 2024). As for the challenges faced in loading the P5 module at SMP NEGERI 2 PANGENTAN, of the 13 teachers interviewed by the researcher stated that the making of the P5 module sometimes involves parents of students to participate in an activity at school as a result it becomes one of the challenges due to lack of parental support, this can bring education to be reviewed (Jalal, 2024), by involving parents more actively in P5 project learning activities parents can see the development of children through regular meetings to discuss child development. Students are also sometimes less motivated in carrying out projects, to overcome things like this, teachers usually do feedback by giving awards and giving recognition to students who have shown effort, at best by giving prizes whether in the form of certificates or in the form of goods or etc. Not only that, time management is also a problem. Not only that, time management is also a problem in implementing P5 so in dealing with this solution, the learning process is a process that contains a teacher and student action on the basis of mutual need (Journal of Education et al., n.d.). Teachers usually set clear and realistic timelines for each project and ensure that students can manage their time well through careful planning.

Students' interest in project-based learning

The organizer of national education mandated by the National Education System Law is to bring the nation's children to develop (Handayani, 2015). Profil Pelajar Pancasila (P5) is the result of the implementation of an independent program that must create student character based on Pancasila values. The Pancasila profile strengthening project aims to develop students' attitudes, knowledge, and skills involving six dimensions, namely: Faithful, Pious, and Noble; Independent; Cooperative; Critical Reasoning; Creative; and Responsive to global and local issues (Ministry of Education, Culture, Research, and Technology, 2022). A project-based learning (PBL) approach is used to develop P5. This approach emphasizes problem solving through project activities that enable students to learn actively and collaboratively. In the context of the "Engineering and Technology Phase D" theme, PBL offers the opportunity

for students to explore real-world problems in technology and engineering to create innovative solutions that are relevant in everyday life. An educator can professionally assess the students' work (Hubbulwathan, n.d.).

By using certain projects or media can create high interest Silvia STAI n.d.). This project activity can also provide students with the opportunity to overcome important problems and challenges, depending on their level of learning and needs (Mahrifah, Rahayu, & Yanuartuti, 2024). The process of learning activities at school will run smoothly if students have great motivation. Student interest in learning is part of the motivation to reflect serious attention to learning (Handayani, 2015). As for a student's interest and motivation shown when student learning interest tends to be more active, following the lesson. Students who have an interest in learning will be more active such as paying attention to lessons, following teacher instructions, participating in activities provided, and discipline during learning activities. Interest is closely related to drives, motives, and emotional responses, for example interest in scientific research (Mudmainah, n.d.), it can develop students' awareness to be involved and active in the learning (Talens, 2016). Character education is very influential on academic achievement (Kamaruddin, 2012).

To be able to determine students' interest in project-based learning. Using a questionnaire and a Likert scale, the researcher wanted to evaluate students' views, attitudes and perceptions towards this learning approach. This questionnaire is designed to measure the extent to which students are interested, involved, and motivated in following project-based learning, as well as to identify factors that influence their interest in the learning process, policies that are still in the early stages of implementation do require time to show tangible results (Suprapti, 2024). This questionnaire is designed to measure the extent to which students feel interested, engaged and motivated in following project-based learning, as well as to identify factors that influence their interest in the learning process. In general, P5 aims to produce alumni who are competent and behave according to Pancasila values at every level of education (Mutmainnah, 2024).

Rating Scale:

1. Strongly Agree: Indicates a very high level of interest or agreement with the statement.
2. Agree: Indicates a moderate level of interest or agreement with the statement.
3. Disagree: Indicates disinterest or disagreement with the statement.
4. Strongly Disagree: Indicates very strong disinterest or disagreement with the statement.

Table 1 Problem items

No	Item	S. setuju	Setuju	T. setuju	S. tidak setuju
1	Do you feel interested in managing your time well and completing assignments on time?	55%	38%		

2	Do you enjoy developing new ideas in completing projects?	Nov. 4, 2025	39,1%	61,7%	1,1%
3	Are you ready to make the right	25%	63,3%	11,7%	

	decisions and be independent even when facing challenges in the project process?			
4	Are you ready to make the right and independent decisions despite facing challenges in the project creation process?	65%	23,3%	11,7%
5	Are you interested in finding solutions to mistakes made by your groupmates?	26,7%	65%	8,3%
6	Do you enjoy sharing ideas with your groupmates?	35%	61,7%	
7	Do you feel comfortable working with your group mates?	25%	63,3%	11,7%
8	Did you feel it was important to work together on this project?	23,3%	65%	11,7%
9	Did you actively participate in the discussion of the technology project in class?	26,7%	65%	8,3%
10	Do you appreciate different ideas from your group mates?	66,7%	31,7%	
11	Do you accept different perspectives in the team?	63,3%	31,7%	
12	Will you maintain honesty and avoid plagiarism in your learning?	41,7%	55%	
13	Will you consider the social impact of the technology you create?	30%	60%	8,3%
14	Will you actively cooperate with your group mates?	48,3%	48,3%	
15	Do you feel responsible for the quality of your project?	35%	56,7%	8,3%
16	Do you feel responsible for the quality of your project?	20%	73,3%	
17	Will you often take a leadership role and help direct the team towards a common goal?	30%	48,3%	21,7%

DISCUSSION

Respondents rated each statement based on the scale given. The item that has the highest average is Item 10 with a score of 3.62, which states that most respondents strongly agree or agree with valuing different ideas. In contrast, Item 16 had the lowest average (3.00), indicating that although many

agreed, there was also uncertainty regarding the implementation of innovative technological solutions.

Explanation:

1. A mean score above 3 indicates that most respondents agree or strongly agree with the statement.
2. A mean score closer to 3 indicates a more mixed response, with some respondents agreeing and some disagreeing.

CONCLUSIONS AND RECOMMENDATIONS

The challenges faced in loading the P5 module at SMP NEGERI 2 PANGENTAN, from 13 teachers interviewed by researchers stated that the making of the P5 module sometimes involves parents of students to participate in an activity at school as a result it becomes one of the challenges due to lack of parental support because, by involving parents more actively in P5 project learning activities parents can see the development of children through regular meetings to discuss child development, teachers and students are also expected to be active in learning by using modern media (Utaminingsih, 2024). Curriculum change is the result of an analysis of policy makers with the aim of improving the shortcomings of the previous curriculum and also following the times (Nabila, n.d.). Basically, education is a process of learning skills, knowledge and habits that will be passed on to the next generation (Qalbi, Pratiwi, Nugraha, & Widowati, n.d.). However, students are sometimes less motivated in implementing project learning. Regarding students' interest in project-based learning from the analysis results, the average value for each item shows how respondents rate each statement based on the scale given. This can lead to several factors that affect the interpretation of research results related to the application of project-based learning (P5) at SMP Negeri 2 Pangentan. It should be noted that the interests of parents, when parents are involved in learning activities, their lack of support can affect the development and motivation of students in implementing projects, because this external factor can affect how students participate and achieve, by facilitating learning to realize and improve student achievement can motivate learning, and trigger curiosity (Utaminingsih, 2024).

Students who are less motivated in carrying out projects can lead to less representative research results regarding the effectiveness of P5. So the implementation of the project to strengthen the profile of Pancasila students, students are encouraged to strengthen their character (Farhana & Cholimah, 2024). However, this curriculum is a curriculum with intracurricular learning competencies, in addition, teachers are also given the opportunity for flexibility so that they can choose a variety of teaching materials, so that learning can be tailored to the interests and needs of students (Ashab et al., 2024).

The results of the analysis, which showed the highest mean on

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appreciation of different ideas and the lowest mean on application of innovative technological solutions, indicate variations in students' interest and understanding of different aspects of project-based learning. This may be influenced by different personal or environmental factors among students, which

may affect interpretations of P5 success or failure. Overall, the influence of personal interests such as student motivation, parental support, and ability to manage time and technology, may influence the interpretation of the research results on the implementation of P5 modules in these schools.

FURTHER STUDY

This research successfully illustrates the importance of character education through the implementation of the Pancasila Learner Profile (P5) in Merdeka curriculum. With an emphasis on developing student character through the six dimensions of P5, this research provides a comprehensive overview of how education in Indonesia aims to form competent and characterful individuals. It also focuses on practical challenges in the field. This research is very relevant to the real conditions faced by teachers at SMP Negeri

2 Pangentan, by identifying concrete challenges that arise in the implementation of project-based modules, such as adaptation to changes in learning paradigms and limitations in technology skills. This provides invaluable insights for the development of education policies and teacher training strategies. Relevance to national policies This research reflects the application of educational policies contained in the strategic plan of the Ministry of Education and Culture 2020-2024, which is very relevant to the development of education in Indonesia, and contributes to policy planning that supports the implementation of independent policies and strengthening Pancasila character education. The shortcomings of this research are limited in time and space, this research is limited to one location in SMP Negeri 2 Pangentan, so the findings may not fully represent broader conditions throughout Indonesia. This limits the generalizability of the research results to schools with different contexts. Limitations of methodological variation Although the teacher interviews provided important insights, the use of other qualitative data (such as direct observation or student surveys) may have enriched the results. Future research could widen the scope by involving several schools from different regions in Indonesia, both in urban and rural areas. This would provide a broader view of the challenges faced by different types of schools in implementing the independent curriculum and the Pancasila Learner Profile.

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