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Assessing the Implementation of the Pancasila Student Profile (P5) Project on Local Wisdom in Vocational High Schools: A CIPP Model Evaluation

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ABSTRACT

The Pancasila Student Profile Strengthening Project (P5), a core component of Indonesia's Merdeka Curriculum, aims to integrate character education with contextual learning. This study evaluates the implementation of a local wisdom–themed P5 project in a Vocational High School (SMK) in West Sumatra, focusing on its effectiveness in aligning cultural values with vocational competencies. A sequential explanatory mixed-methods design was employed using the CIPP (Context, Input, Process, Product) evaluation model. Data were collected from 155 participants (principals, teachers, and students) through questionnaires, interviews, observations, and document analysis. Quantitative data were analyzed descriptively, followed by qualitative interpretation to explain key findings. The context evaluation demonstrated strong alignment with national education policies. Input analysis revealed a disparity between adequate facilities (82%) and limited teacher understanding of program management (63%). During implementation, student participation was moderate (73%), but inconsistent pedagogical facilitation hindered effectiveness. Product evaluation indicated a positive yet suboptimal impact on student character development (74%). The findings highlight a critical gap between structural readiness and human resource capacity. Although institutional support and infrastructure are sufficient, limitations in teachers' pedagogical and managerial competencies constrain program outcomes. The effectiveness of P5 implementation depends less on infrastructure and more on strengthening teacher capacity. Policy efforts should prioritize professional development, practical mentorship, and clear technical guidelines to bridge the gap between curriculum design and classroom practice, thereby optimizing the integration of local wisdom in vocational education.

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1. INTRODUCTION

Curriculum reform is an essential cycle in the dynamics of education in Indonesia, which aims to continuously adapt to the demands of the times (Dzunniam & Raikhan, 2025; Hidayat et al., 2025; Zulhuda et al., 2024). The latest policy, the Merdeka Curriculum (Freedom Curriculum), is a flexible, student-centered framework born out of post-pandemic learning recovery, designed to reduce material density and focus on essential content. Central to this curriculum is the Pancasila Student Profile Strengthening Project (P5), a cross-disciplinary co-curricular program serving as the primary instrument for instilling six core national character dimensions: faith and piety, global diversity, cooperation, independence, critical thinking, and creativity (Fauzan et al., 2023; Hunaepi & Suharta, 2024; Aditomo, 2022)

The implementation of P5 is particularly critical in vocational high schools, where the 'Local Wisdom' theme serves a dual purpose: preserving cultural heritage and inspiring product innovation relevant to industry needs (Hariko, 2024; Maisyaroh & Supriyanto, 2024). One of the selected themes in P5 that has synergistic potential with vocational education is Local Wisdom. This theme not only aims to strengthen cultural identity, but can also be a source of inspiration for product and service innovation, such as exploring traditional cuisine or developing tourism based on local culture (Widiarti et al., 2024).

This study examines a case study at SMK Negeri 1 Luak Subdistrict, Lima Puluh Kota Regency, which has implemented the Merdeka Curriculum since the 2022/2023 academic year. The school demonstrated its initial commitment through the active participation of educators in national change-agent programs. Specifically, the school has implemented projects focused on Minangkabau cultural heritage and traditional culinary arts to contextualize student learning.

However, during observations and interviews, a significant gap was found between the program design and the reality on the ground. Various complex challenges emerged, including low student enthusiasm and active participation, reflected in minimal involvement in the project's culminating event. Furthermore, facilitator teachers faced difficulties due to insufficient competence and a lack of contextual teaching modules. Limited facilities, difficulties in securing expert speakers, and a perceived decline in post-pandemic character values such as independence and responsibility further complicated implementation.

This gap is the main focus of the study. While the government has provided general guidelines, schools are faced with confusion in translating policies into effective planning, implementation, and evaluation. Without a systematic evaluation, schools will find it difficult to identify the root causes of problems and formulate targeted improvement strategies. Therefore, an in-depth evaluative study is very important (Arbeni et al., 2025; Taali et al., 2024).

Based on these issues, this study aims to conduct a comprehensive evaluation of the implementation of the Pancasila Student Profile Strengthening Project (P5) with a local wisdom theme at SMK Negeri 1 Kecamatan Luak using the CIPP (Context, Input, Process, Product) evaluation model (Musifuddin et al., 2024; Zamroni & Supriyanto, 2024). This model was chosen for its ability to provide a holistic assessment that focuses not only on the final outcome, but also on the factors that determine the success of the program (Rahmat & Ambiyar, 2025). In addition, CIPP is inherently proactive and improvement-oriented (formative), rather than merely assessing at the end (summative). This is particularly important because P5 is a relatively new policy and is still in the development stage in many schools (Nade & Khumairah, 2024).

This study is expected to provide substantial theoretical and practical significance. Theoretically, this study offers broader international relevance by contributing to the global discourse on 'policy enactment'—specifically, how national character education mandates are translated into practice within vocational settings. It enriches the literature on integrating indigenous knowledge systems (local wisdom) into modern technical curricula, offering a framework for bridging the gap between cultural preservation and workforce readiness. Practically, the findings offer evidence-based input for the Ministry of Basic and Secondary Education to refine the technical guidelines for implementing P5,

while also providing an evaluation framework for school administrators in vocational schools to carry out continuous improvement. For teachers, this research can also provide insights into best practices and real challenges in effectively integrating local wisdom into project-based learning.

2. METHODS

2.1 Research Design

This research was designed as a program evaluation study using a mixed-methods approach conducted over one academic year (Arikunto, 2012). The main objective is to systematically assess the process and impact of the implementation of the Pancasila Student Profile Strengthening Project (P5) with a theme of local wisdom, in order to produce evidence-based recommendations for program improvement. A mixed-method approach was chosen due to its ability to integrate quantitative and qualitative data, thereby yielding a more comprehensive, valid, and in-depth understanding compared to using a single approach alone (Creswell & Clark, 2017). This design involves two sequential phases. The quantitative phase is conducted first to obtain a broad overview of the program outcomes and participants' perceptions. Next, the qualitative phase is used to explain, deepen, and elaborate on the quantitative findings (Sugiyono, 2014).

2.2 Research Subject

The research subjects in this study were strategically selected using a combination of purposive and stratified random sampling techniques to obtain rich and in-depth information from individuals who have specific knowledge, experience, and roles directly related to the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMK Negeri 1 Kecamatan Luak (Subhaktiyasa, 2024). Purposive sampling was applied to school staff to target individuals with specific authority and knowledge, while stratified random sampling was used for students to ensure representative coverage of the population.

The first group, school policymakers (n=2, aged 45–50 years), included the principal and the vice principal for curriculum. They were selected purposively due to their unique positions as key informants for gathering context evaluation data related to the school's vision, policy foundations, and curriculum integration. Next, the program implementers group consisted of all P5 Coordinators (5 people) and all Facilitator Teachers (25 people), approx. 25–50 years old; 60% female, 40% male. Total sampling was used for this group to capture the complete range of pedagogical perspectives and management challenges faced by the teaching staff. The coordinators served as essential data sources for the Input and Process components, while facilitator teachers provided key data on classroom implementation.

The final participant group comprised 123 students from grades X and XI (aged 15–18 years; 65% male, 35% male]. Unlike the staff groups, students were selected through stratified random sampling. This method was chosen to ensure proportional representation across various vocational majors and to minimize selection bias, allowing for a more generalizable assessment of the program's impact. Students serve as the primary data source for evaluating the Product component and provide insights into their experiences during the Process component. In total, 155 participants were involved to ensure a comprehensive evaluation in line with the CIPP framework.

2.3 Instruments and Data Collection Techniques

This study uses mixed methods data collection with a sequential explanatory design based on the CIPP (Context, Input, Process, Product) evaluation framework (Setiawan, 2025). The research instruments were systematically designed to ensure coverage of all evaluation components, fulfillment of the principle of triangulation, and depth of analysis. Data collection was conducted through questionnaires, semi-structured interviews, non-participant observation, and document analysis, which were designed according to the specific objectives of each CIPP component.

In the Context component, data collection relied on document analysis (Operational Curriculum of Educational Units and Strategic Plans) and semi-structured interviews with school principals and vice principals. Document analysis was deemed necessary to objectively verify the alignment between the school's stated vision and national mandates, ensuring that the program's foundation was legally and structurally sound. Interviews aimed to identify program objectives and their suitability to school needs, with questions such as: "How does the school integrate the specific potential of local wisdom into the P5 curriculum planning?"

The Input component was evaluated through a 5-point Likert scale questionnaire distributed to facilitator teachers and coordinators, alongside document analysis and interviews. Document analysis of teaching modules and budget reports was critical to provide factual evidence of resource allocation that could be contrasted with teachers' perceptions. The questionnaire measured readiness, facilities, and funding support, using items such as: "The school provides adequate infrastructure to support the implementation of the local wisdom project (1=Strongly Disagree to 5=Strongly Agree)."

For the Process component, data were collected through non-participant observation, interviews, and surveys. Observation was essential to capture the actual pedagogical dynamics and student engagement levels that might be overlooked in self-reported data. This focused on learning interactions and emerging obstacles. The interview questions for teachers included: "What specific barriers do you encounter when facilitating students in the field?" while observation checklists noted the frequency of student-teacher interactions.

The Product component was evaluated using a Likert scale questionnaire for students, portfolio analysis, and interviews. Portfolio analysis was used to qualitatively assess the depth of student understanding manifested in their physical work, complementing the perception-based survey data. These instruments measured changes in character and competence, with student questionnaire items such as: "I feel a greater sense of responsibility towards preserving local culture after completing this project."

The questionnaire instruments for the quantitative phase underwent expert judgment testing by the supervising lecturer and education evaluation experts, who assessed the content aspects (accuracy, completeness, relevance to the Pancasila learner profile outcomes) and language aspects (readability, clarity, adherence to language rules), without media testing as the focus was on program evaluation. The revised results were then tested on respondents outside the main sample, with validity testing using SPSS version 24 at a significance level of 0.05, where items were deemed valid if rhitung≥0.361rhitung≥0.361; out of 140 items, 118 were valid and 22 were deleted or revised. Reliability using Cronbach's Alpha showed values of 0.976 (context, 30 items), 0.975 (input, 37 items), and 0.985 (process & product, 57 items), all >0.90, indicating very high internal consistency, making the instrument suitable for use. Qualitative data were obtained through semi-structured interviews, observations, and document analysis, with data validity maintained through triangulation of sources and methods.

2.4 Data Analysis Technique

Data analysis techniques are procedures used to describe, interpret, and present collected data so that research results can be understood not only by researchers but also by readers. In this study, data analysis techniques were adapted to the CIPP (Contextual, Input, Process, Product) evaluation model used, combining quantitative and qualitative descriptive approaches with a specific focus on integrating findings through a sequential explanatory strategy.

2.4.1 Quantitative Data Analysis

The quantitative data obtained through the questionnaire was analyzed using quantitative descriptive analysis to describe the respondents' tendencies for each indicator (Sarwono & Handayani, 2021). The analysis procedure includes scoring questionnaire results based on a 1–5 Likert scale; calculating the total score for each aspect; grouping scores based on level of tendency; and calculating the

percentage for each tendency category using the formula in equation 1. Next, the respondent achievement rate is calculated using the formula in equation 2. Meanwhile, the respondent achievement level category is determined based on the classification presented in Table 1.

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

Explanation:
P = Percentage
F = Frequency
N = Number of data points

$$\text{Respondent Achievement Rate} = \frac{\text{Average score}}{\text{Ideal maximum score}} \times 100 \qquad (2)$$

Table 1. Category Range of Respondent Achievement Rate

Achievements Results (%)	Category
90-100	Excellent
80-89	Good
65-79	Enough
55-64	Less
0-54	Very Less

2.4.2 Qualitative Data Analysis

Qualitative data analysis was conducted using the Miles and Huberman model, adapted by (Sugiyono, 2017), consisting of three main stages: data reduction, data presentation, and conclusion drawing or verification. In the data reduction stage, a systematic open coding framework was employed. Transcripts from interviews and observation notes were imported into organized manually using spreadsheet-based matrices to identify recurring keywords. Irrelevant or repetitive data is removed, and the remaining data is categorized based on thematic nodes aligned with the CIPP components.

The reduced data is then presented in narrative form, systematically organized to provide a clear and comprehensive overview of the research problem. The final stage of data analysis involves drawing conclusions and verifying the data to ensure that the findings are valid and meaningful. These steps are followed to ensure the reliability and validity of the qualitative data before it is compiled into the final research report.

Data Integration (Mixed-Methods Analysis) to integrate the two datasets, a "connecting" and "merging" strategy was used appropriate for a sequential explanatory design. The quantitative results provided a general picture of the program's effectiveness (the "what"), which guided the selection of specific qualitative themes to explain the underlying causes (the "why"). Integration was achieved through a narrative joint display approach, where statistical findings for each CIPP component are immediately followed by qualitative evidence (interview excerpts or observation notes) to confirm, refute, or elaborate on the numerical trends.

3. FINDINGS AND DISCUSSION

3.1 Findings

The findings of this study present the main findings obtained from quantitative and qualitative analyses based on the CIPP evaluation model, which comprehensively describes the implementation of the Pancasila Student Profile Strengthening Project (P5) with the theme of Local Wisdom at SMKN 1 Luak District. Before going into a detailed evaluation of each dimension, it is important to present an overview of the overall findings of this study. Figure 1 shows the overall evaluation results of the four CIPP dimensions in this study.

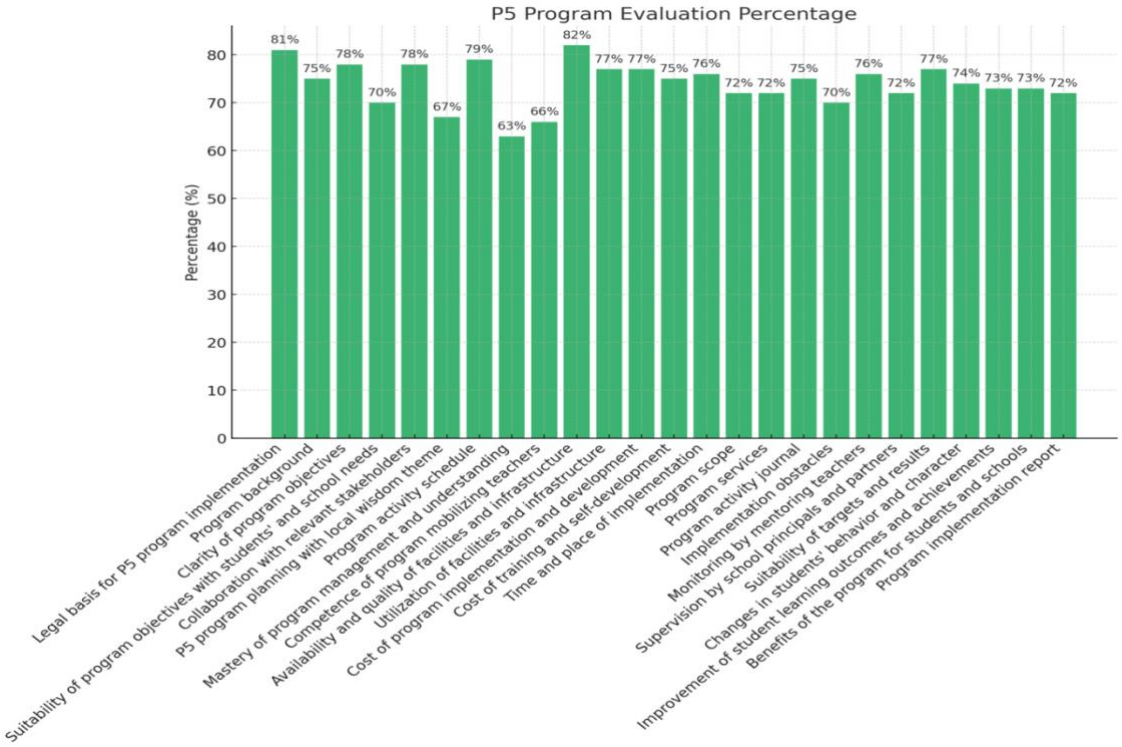

Figure 1. Graph of Evaluation Results in Various Indicators in the CIPP Evaluation

This graph shows the results of the evaluation of the Pancasila Student Profile Program (P5) across various indicators in Vocational High Schools (SMK), with a particular focus on the integration of local wisdom. Based on the data, the program demonstrates strong performance, with most indicators receiving high ratings, particularly in areas such as "Legal basis for implementing the P5 program" (81%), "Program background" (75%), and "Program activity schedule" (79%). The evaluation also highlights strengths in "Teachers' ability to drive the program" (82%) and "Alignment of program objectives with student and school needs" (78%). However, some indicators indicate room for improvement, including "Mastery of program management and understanding" (63%) and "Barriers to program implementation" (70%). Overall, the data indicate that the P5 program aligns with the educational objectives of vocational high schools, but certain aspects of program management and teacher competencies can be improved to achieve desired outcomes. The CIPP model, which focuses on context, inputs, processes, and outcomes, provides a comprehensive evaluation, showing that while the program is generally successful, ongoing adjustments are needed to address specific challenges and optimize implementation.

3.1.1 Context Evaluation

The evaluation of the context aspect was conducted by examining a number of indicators, including: the legal basis for the implementation of P5, the background of the P5 program, the clarity of the P5 program objectives, the suitability of the objectives to student needs, and the existence of cooperation between schools and related parties. The detailed results of the context evaluation are presented in Table 2 below.

Table 2. Quantitative evaluation results of context aspects

Indicator	Percentage	Criteria
Legal basis for P5 program implementation	81 %	Good
Program background	75 %	Enough
Clarity of program objectives	78 %	Enough
Suitability of program objectives with students and school needs	70 %	Enough
Collaboration with local wisdom theme	78 %	Enough
Average	77 %	Enough

Table 2 shows the quantitative evaluation results for the context aspect of the Pancasila Student Profile Program (P5), with each indicator evaluated based on its alignment with the program objectives. The average score across all indicators reached 77%, indicating that although the P5 program is on the right track, some areas still require attention to fully meet the desired educational outcomes. Document analysis and interviews with school principals revealed that the P5 program has a very strong legal foundation. Its implementation directly references national policies, from Law No. 20 of 2003 on the National Education System to the latest technical regulations, such as Ministry of Education, Culture, Research, and Technology Regulation No. 12 of 2024 and Decision of the Head of the National Education Standards Agency No. 031/H/KR/2024. This demonstrates that the program is not an isolated initiative but part of the national education agenda. Significantly, schools do not view these regulations merely as obligations but as opportunities. As stated by the school principal, the program is designed as "the implementation of national policy and an adaptation to the local cultural potential of Luak Subdistrict." This finding indicates a strong vertical alignment between the government's macro policies and the school's micro vision, which is an essential asset for the program's sustainability.

The selection of the local wisdom theme is not a random choice but a strategic response to issues identified at the school. Interviews and observations revealed a "collective awareness" among educators regarding students' lack of knowledge and pride in their local cultural heritage. Thus, the program's primary objective—to "cultivate Pancasila-based character through introducing and engaging students in activities rooted in local culture"—is deemed clear and relevant. This objective is translated into concrete activities such as introducing traditional cuisine and local music. Initial survey data shows that most students find the program relevant and provide new experiences, confirming that the program's objectives align with students' needs and interests.

The program's success is also supported by a solid internal structure and an active external partnership network. Internally, the school has formed a structured P5 coordinator team (consisting of seven teachers) to manage the project at various grade levels. The existence of this team, as stated by the vice principal for curriculum, "is very important as a link between policy, facilitators, and students." Externally, document analysis and interviews show productive collaboration with relevant parties. This support is not merely ceremonial but concrete, such as the involvement of community leaders as resource persons in various activities like *Randai* training, pottery making, etc. The synergy between a strong internal structure and functional external partnerships creates a conducive ecosystem for program implementation.

Overall, the Context evaluation concludes that the P5 program on local wisdom at SMKN 1 Luak District is built on a solid foundation, with clear, relevant objectives supported by both internal and external environments.

3.1.2 Input Evaluation

Input evaluation was conducted to assess the readiness and availability of various resources supporting the implementation of the Pancasila Student Profile Strengthening (P5) project with the theme of Local Wisdom at SMKN 1 Luak District. Data was obtained through questionnaires, interviews, and documentation, then analyzed to produce achievement percentages for each indicator

associated with specific criteria. The detailed results of the input evaluation are presented in Table 3 below.

Table 3. Evaluation results of input aspects

Indicator	Percentage	Criteria
Planning of the P5 program on the theme of local wisdom	67 %	Enough
Schedule of activities for the P5 program on the theme of local wisdom	79 %	Enough
Mastery of program management and understanding	63 %	Less
Teacher competencies as program facilitators	66 %	Enough
Availability and quality of facilities and infrastructure	82 %	Good
Usefulness of facilities and infrastructure	77 %	Enough
Costs of program implementation and development	77 %	Enough
Costs of training and self-development.	75 %	Enough
Average	73 %	Enough

The evaluation of the Input component shows a contrasting picture between the readiness of physical resources and human resource capacity. Overall, the program's resource foundation is rated as Adequate with an average score of 73%, indicating that there is sufficient initial capital for program implementation. The findings reveal that physical and financial resource support for this program is strong. The availability and quality of infrastructure are the program's main strengths, with the highest score reaching 82% (Good). This is reinforced by positive perceptions of the usefulness of facilities (77%) and the allocation of costs for implementation (77%) and training (75%), all of which are rated as adequate. This data indicates that, in terms of resource allocation policy, schools have given adequate priority to supporting the material implementation of P5.

However, a significantly different picture emerges when evaluating human and conceptual resources. The greatest challenge was identified in management mastery and program understanding, which received the lowest score (63%) with a rating of "Poor." This finding is reinforced by the score for teacher competence as facilitators, which, although categorized as "Satisfactory" (66%), is the second-lowest score among all indicators. This gap suggests that while teachers have the tools to work with, they may lack a deep understanding of the 'why' behind the philosophy and the "how" of project management within the P5 program itself. This risks making project implementation merely a procedural activity without deep meaning, a quantitative finding that confirms qualitative data from interviews in which teachers admitted to still "feeling their way" in carrying out their roles.

Thus, this Input evaluation concludes that there is a paradox: the P5 program in this school has solid "hardware" support in terms of resources and funding, but remains weak in "software" terms, namely, the conceptual and managerial capacity of human resources. This gap is a critical point that has the potential to hinder the effectiveness of the program at the process stage and in achieving final outcomes.

3.1.3 Process Evaluation

Process evaluation was conducted to assess how the implementation of the Pancasila Student Profile Strengthening (P5) project, with the theme of Local Wisdom, took place in the field, starting from the implementation stage to the monitoring and assistance of activities. Data was obtained through observation, interviews, documentation, and questionnaires, which were then analyzed quantitatively and qualitatively. The detailed results of the process evaluation are presented in Table 4 below.

Table 4. Process Aspect Evaluation Results

Indicator	Percentage	Criteria
Time and place of program implementation	76%	Enough
Scope of the P5 program on local wisdom	72%	Enough
Services provided in the P5 program on local wisdom	72%	Enough
Journal of activities in the P5 program on local wisdom	75%	Enough
Obstacles during program implementation	70%	Enough
Monitoring by accompanying teachers	76%	Enough
Supervision of the P5 program on local wisdom by the school principal and partners	72%	Enough
Average	73%	Enough

The evaluation of the Process component assessed the dynamics of the implementation of the P5 project on local wisdom in the field. The findings indicate that, in general, the process has been running quite well, with adequate student participation. However, observations and in-depth interviews revealed significant challenges related to the consistency of pedagogical implementation by the facilitator teachers.

The main positive aspect identified was the level of active student participation, which scored 73% in the "Satisfactory" category. This involvement was manifested in student activity during the activity sessions, willingness to work together in groups, and participation in presenting project results. This indicates that the project-based learning format is fundamentally attractive and capable of encouraging student involvement, even when facilitation is not yet optimal.

However, behind student participation, two main challenges were identified in the facilitation process. First, there was inconsistency in the implementation of the project-based learning approach. Observation data showed that some facilitator teachers still tended to be dominant and revert to conventional teacher-centered approaches, thereby reducing the space for students to explore and reflect independently. Second, the depth and integration of local wisdom content were not evenly distributed across all learning groups. According to the teachers, this constraint was caused by limited time allocation and a lack of ready-to-use practical references. Collectively, aspects related to pedagogical implementation fidelity achieved an average score of 70% in the "Fair" category, indicating that there is still significant room for improvement.

Therefore, the evaluation of the process presents a dilemma. On the one hand, the project format successfully encouraged student participation at a sufficient level. However, on the other hand, the effectiveness of this process was still hampered by challenges in the pedagogical capacity of teachers to facilitate reflective learning and integrate content consistently. These findings suggest that the quality of the 'products' or final outcomes achieved by students is likely influenced by variations in the quality of the facilitation process they receive.

3.1.4 Product Evaluation

Product evaluation aims to assess the final outcomes of the implementation of the Pancasila Student Profile Strengthening (P5) project with the theme of Local Wisdom at SMKN 1 Luak District, both in terms of activity outputs and their impact on students. The evaluation focuses on students' works, the achievement of Pancasila Student Profile competencies, and the sustainability of local wisdom values instilled throughout the project process. Assessment is conducted based on pre-determined success indicators, considering the quality of the final product, the level of creativity and student involvement, as well as the relevance of the work to the local theme addressed. The evaluation results of the products are presented in detail in Table 5 below, based on indicators, percentages, criteria, and explanations.

Table 5. Product Aspect Evaluation Results

Indicator	Percentage	Criteria
Alignment of targets and results	77%	Enough
Changes in student behavior and character	74%	Enough
Improvements in student learning outcomes and achievements	73%	Enough
Benefits of program results for students and schools	73%	Enough
Report on the implementation of the P5 program on the theme of local wisdom.	72%	Enough
Average	74%	Enough

The evaluation of the Product component measures the impact and final results of the P5 project implementation. The findings show that the program has been successful in delivering a Moderate positive impact, with an overall average score of 74%. This result is consistent with the findings of the previous evaluation component, indicating that a reasonably good process has produced a reasonably satisfactory product.

Specifically, the program was assessed as successful in achieving its main objectives, as reflected in the highest score on the indicator of alignment between targets and results (77%). The most important impact of the program was seen in positive changes in student behavior and character, with a score of 74%, in line with improvements in learning outcomes (73%) and benefits felt by students and schools (73%).

This quantitative data, supported by interview results, confirms that the P5 project on local wisdom has made a measurable contribution to the initial foundation of character building and increased cultural awareness among students. However, the level of success in the Product component, which is at the "Satisfactory" level and has not yet reached "Good," must be interpreted in relation to the findings in the process and input stages.

Challenges identified in the Input component, such as low program management understanding among teachers, and in the Process component, such as inconsistent pedagogical facilitation, are likely limiting factors hindering the achievement of more optimal results. In other words, the "Satisfactory" results are a logical reflection of the implementation process, which still has significant room for improvement.

3.2 Discussion

This study reveals several important findings related to the implementation of the Pancasila Student Profile Strengthening Project (P5) with a theme of Local Wisdom at SMK Negeri 1 Luak District. Although in general this program received significant support in terms of legal basis and relevance to student needs, there were several important obstacles that hampered its effectiveness. The CIPP model evaluation indicates that most elements of context, inputs, processes, and outputs have been implemented fairly well, but there is significant room for improvement in several aspects, particularly in program management and facilitator capacity. These findings provide a comprehensive overview of the successes and challenges faced in implementing this locally-based wisdom project.

Regarding context evaluation, the P5 program themed local wisdom at SMKN 1 Luak can be said to be running on a fairly strong foundation, because the objectives are clear and relevant to the needs of students and the school's vision. This reflects the alignment between national education policies and local adaptations implemented in schools (Widiarti et al., 2024). This alignment resonates with the global framework of Place-Based Education (PBE), which argues that connecting learning to local community contexts increases student engagement and curriculum relevance (Abdallah et al., 2025). However, although the program objectives are in line with local needs, further implementation requires attention to how local culture can be utilized more effectively in learning activities. Several aspects of local wisdom, such as the introduction of traditional cuisine or Randai music, need to be transformed

into more systematic and comprehensive methods so that they can be accepted by all students (Widiyanto et al., 2024). This challenge mirrors the international discourse on Culturally Responsive Pedagogy, where scholars emphasize that culture should not merely be an artifact or "museum piece" but a dynamic vehicle for developing cognitive and vocational skills (Liguori et al., 2025).

The input evaluation revealed an imbalance between physical readiness and human resource competency limitations. Although facilities and infrastructure support program implementation, most teachers still feel unprepared conceptually and managerially in managing project-based programs. This is in line with the findings of Hasballah (2024), which indicate that teacher readiness in terms of program understanding is key to the successful implementation of project-based curricula. In the broader context of Technical and Vocational Education and Training (TVET), this finding confirms international studies suggesting that the "hardware" (infrastructure) often outpaces the "software" (teacher capacity) in curriculum reform. As noted in global PBL research, vocational teachers accustomed to structured, instruction-based training often struggle with the ambiguity and facilitation skills required for open-ended project work without specific professional development (Condliffe, 2017). These limitations have the potential to hinder more effective implementation, particularly in facilitating students to participate actively and productively in projects based on local wisdom.

In terms of process, although student participation was relatively good, the quality of pedagogical implementation still needs improvement. Facilitators often reverted to traditional teaching methods, which limited students' opportunities to explore and develop their skills independently. This led to a decline in the effectiveness of project-based learning, which was expected to enhance students' creativity and critical thinking (Ali et al., 2024). This phenomenon is described in international literature as the "enactment gap," where teachers revert to "safe," teacher-centered practices when faced with complex new curricula. Effective character education, as argued in global studies, requires a shift from didactic transmission to a constructivist approach where students actively negotiate values through experience—a shift that facilitators in this study found difficult to maintain. This finding emphasizes the importance of developing teachers' capacity, both in terms of teaching methodology and in managing projects based on a more reflective and participatory approach.

Product evaluation showed positive results, although not optimal, with an average score of “Fair” on most indicators. Although there were positive changes in student behavior and character, these were not commensurate with higher expectations for more optimal final results. These findings highlight a gap between process and outcomes, indicating that while significant efforts have been made in character development through the theme of local wisdom, challenges in the implementation process have impacted the achievement of optimal results (Lubis & Harahap, 2025; Martin, 2025; Pratama & Febriani, 2024; Rohman, 2024). This corroborates the Process-Product logic in educational evaluation, which suggests that character outcomes are less dependent on the curriculum content itself and more on the quality of the relational environment and mentorship provided during the learning process. Therefore, improvements in input and process aspects are very important to improve the quality of the expected final results.

Overall, this study provides an important contribution to the understanding of project-based curriculum implementation in vocational education, particularly in the context of local wisdom. To improve the effectiveness of implementation, this study recommends enhancing teachers' competencies in project management and providing more contextual and practical teaching modules. The findings also emphasize the importance of sustained policy support and increased involvement of all stakeholders to ensure that education based on local wisdom not only provides cultural value but also fosters innovation and entrepreneurship (Fauzir et al., 2025; Nor & Aslamiah, 2025). Integrating these local assets with vocational skills aligns with the modern concept of "Glocalization" in education, where local uniqueness becomes a competitive advantage in the global market (Petit, 2024).

As a next step, this study suggests conducting further evaluation of the integration of local wisdom into vocational education curricula, particularly to strengthen the link between theory and practice. This will provide deeper insights into how cultural aspects can enrich vocational education and help

prepare students with skills relevant to the needs of industry and society. Further research is also expected to explore the long-term impact of this program's implementation on students' character and its contribution to regional socio-economic development.

4. CONCLUSION

The evaluation of the Pancasila Student Profile Strengthening Project (P5) with a local wisdom theme at SMK Negeri 1 Luak District indicates that the program has made a positive contribution to strengthening students' character, cultural awareness, and relevant vocational competencies. Nevertheless, challenges remain regarding the consistency of project-based learning implementation and the competence of facilitator teachers, particularly in understanding the philosophical foundation and managerial aspects of the program. The findings of this study provide valuable insights for improving the implementation of project-based curricula in vocational education. For schools, the development of Standard Operating Procedures (SOPs) is recommended to strengthen the facilitator teachers' role, ensure systematic mentoring, and structure post-project reflections. For local education authorities, the establishment of support mechanisms—including regular monitoring, inter-school collaboration, and partnerships with local cultural communities—can enhance program sustainability. At the policy level, these results emphasize the importance of designing practice-oriented teacher training programs that integrate contextual learning approaches and local wisdom-based content.

As a concrete follow-up, future initiatives should focus on developing a practice-based training model for facilitator teachers, creating thematic learning modules rooted in local wisdom, and fostering collaboration with cultural and industrial partners to strengthen contextual relevance. Although this study was limited to a single institution, it offers a foundation for further research involving broader and more diverse samples to achieve a comprehensive understanding of the program's effectiveness. Overall, the findings affirm the strategic potential of integrating local wisdom into vocational education to shape students' character and enhance competencies aligned with the demands of the industrial era.

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