

Challenges and Barriers in Implementing P5 Projects: A Comprehensive Analysis

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Abstract. The implementation of the Pancasila Student Profile Strengthening Project (P5) is crucial for developing the character of gotong royong (mutual cooperation) among students. This study aims to analyze the implementation of P5 in promoting sustainable lifestyle practices at SMAN 1 Singaraja. Employing a qualitative approach, the research reveals that systematic preparation, comprehensive school support, active student involvement, and effective stakeholder coordination are key factors in the successful implementation of P5. The findings highlight the process of social construction in contextualizing national guidelines and providing resources to support the program. The study offers theoretical contributions to understanding the social construction process in character education program implementation and provides practical recommendations for schools and policymakers. These include optimizing time and resources, enhancing teacher competencies, building partnerships, and fostering a supportive school environment. Further research is suggested to explore P5 implementation in diverse contexts and assess its long-term impact on student character development.

Keywords: character education; gotong royong; social construction; sustainable lifestyle.

1 Introduction

The erosion of moral values and student engagement in Indonesia presents a stark contrast to the nation's deeply rooted tradition of gotong royong (mutual cooperation). This decline emphasizes the urgent need for revitalizing character education, particularly considering the unique attributes of Generation Z, such as Hyper-Customization [1], [2]. To address these complex challenges, the Indonesian government has implemented comprehensive educational reforms, including the "Merdeka Belajar" program and the Merdeka Curriculum, which incorporate the Pancasila Student Profile as a crucial component, encompassing six key dimensions, with gotong royong being a fundamental element [3], [4].

The government established the Pancasila Student Profile Strengthening Project (P5) to implement these educational reforms. However, recent empirical studies on P5 implementation have revealed significant gaps in the current research landscape. Although various aspects of P5

have been investigated, including its impact on critical thinking skills development [5], [6], the cultivation of national identity [7], [8], digital technology integration [9], [10], academic and social skills enhancement [11], [12], environmental education integration [11], [13] and the role of educators [14], [15], a comprehensive analysis has identified a critical gap in the literature [16]. Specifically, there is a lack of research focusing on the development of gotong royong character through P5, particularly in relation to sustainable lifestyle themes and across diverse geographical contexts.

In the context of character education development in Indonesia, several key themes have emerged from recent literature. Sakban and Sundawa identified a gap between national policies and school-level practices, highlighting the need for a more integrated and contextual approach in implementing programs like P5 [17]. This finding underscores the importance of examining P5 implementation in specific contexts to better understand the challenges and opportunities in bridging this policy-practice gap.

The significance of gotong royong in shaping national identity and character has been emphasized [18]. They argue that gotong royong is not merely a traditional value but a critical component in preparing students to face global challenges. This perspective aligns with the current study's focus on cultivating gotong royong character through P5, particularly in the context of sustainable lifestyle themes, which are increasingly relevant in today's global environment.

Furthermore, the relationship between character education and sustainable lifestyles has become an increasingly important focus. Faisal Anwar revealed that education plays a key role in shaping sustainable behavior among Indonesian youth [19]. This finding strengthens the argument for integrating sustainable lifestyle themes into P5 as an effective approach to reinforcing gotong royong character, which is a central aim of the present study.

The variation in P5 implementation across different geographical contexts, as identified, highlights the need for flexible and adaptive approaches that consider the uniqueness of each local context [20]. This finding supports the relevance of conducting research in specific settings, as it can provide valuable insights into how P5 can be effectively implemented in diverse environments.

Finally, the role of technology in character education has become increasingly relevant. Furqoni explored the potential and challenges of using digital technology in supporting character education, emphasizing the importance of balancing traditional and digital methods [21]. This perspective is particularly relevant in the context of P5 implementation in the digital era and aligns with the current study's aim to consider contemporary educational demands.

Considering these themes and the identified research gaps, this study aims to provide a comprehensive analysis of P5 implementation in cultivating gotong royong character through sustainable lifestyle themes. By employing a qualitative descriptive methodology with direct field data collection, this research seeks to offer new insights into P5's efficacy, explore factors influencing its success, and deepen the understanding of stakeholders' roles in this process.

The unique contribution of this study lies in its focused examination of the intersection between gotong royong character development, sustainable lifestyle education, and the P5

framework within the specific context of SMAN 1 Singaraja. By addressing these research gaps and integrating the emerging themes from recent literature, this study aims to provide a more nuanced understanding of how P5 can be effectively implemented to strengthen gotong royong character through sustainable lifestyle themes, while considering local contexts and the demands of the digital era.

The findings are expected to provide valuable insights for educators, policymakers, and researchers in developing more effective and contextually relevant character education strategies aligned with Pancasila values. By bridging the existing knowledge gap and contributing to the advancement of character education practices in Indonesia, this study responds to the urgent need for revitalizing character education in the face of eroding moral values and the unique challenges posed by Generation Z.

2 Method

This study employs a qualitative descriptive approach to examine the implementation of P5 on the Sustainable Lifestyle theme at SMAN 1 Singaraja, Bali. The research site was selected based on the school's commitment to character-building initiatives. The study will be conducted during the odd semester of the 2024/2025 academic year, focusing on Phase F (11th-grade) students chosen through purposive sampling based on their understanding of P5 and sustainable lifestyle themes.

Data collection will involve semi-structured interviews with students, teachers, and school administrators; non-participant observation of P5-related activities; and analysis of relevant school documents. NVivo software will be utilized for data analysis, including transcription, coding framework development, thematic analysis, visual representation generation, data triangulation, and interpretation of findings.

This approach seeks to thoroughly understand the implementation of P5 in fostering the gotong-royong character via the sustainable lifestyle theme. The study's outcomes are anticipated to provide insights into the program's success and highlight areas for enhancement, thereby aiding in the creation of more effective and pertinent character education strategies to tackle modern challenges.

3 Results and Discussions

3.1 Preparation and Infrastructure

The preparation phase of implementing the P5 program at SMAN 1 Singaraja involved a systematic process of establishing guidelines and providing necessary resources. The school adhered to the P5 implementation guidelines issued by the Ministry of Education, Culture, Research, and Technology, which served as a foundation for developing their own internal school guidelines. This adaptation of national guidelines to the school's specific context

demonstrates the process of social construction, where abstract concepts are translated into concrete practices [22].

Berger emphasizes the importance of objectification in creating a shared reality. In this case, the P5 guidelines were objectified through the development of internal school guidelines, which provided a tangible framework for the program's implementation. This objectification process involved the active participation of school stakeholders, such as administrators and teachers, in interpreting and contextualizing the national guidelines to fit the school's needs and resources [23].

Moreover, SMAN 1 Singaraja invested in establishing the necessary infrastructure and facilities to support the implementation of the P5 program. This included providing dedicated spaces for project work, acquiring relevant equipment and materials, and ensuring access to technology and information resources. The provision of these concrete resources further objectified the abstract concepts outlined in the P5 guidelines, making them tangible and accessible to students and teachers [25].

The preparation and infrastructure development process at SMAN 1 Singaraja highlights the dialectical relationship between objective and subjective reality in social construction [25]. The objective reality of the P5 guidelines and the school's infrastructure interacted with the subjective interpretations and actions of the school stakeholders. This dialectical process shaped the shared understanding and practices related to the P5 program within the school community.

3.2 Support and Policy

The Implementation of Pancasila Student Profile Strengthening Project (P5) with the theme "Sustainable Lifestyle" at SMAN 1 Singaraja in the even semester of 2023/2024 has received full support from various aspects of school policy. The interview with the Vice Principal of Curriculum Affairs revealed that the school plays a crucial role in supporting the successful implementation of P5.

One of the tangible forms of support provided by the school is the integration of the P5 program into the curriculum and lesson planning. This ensures that P5 is not merely an additional program but an integral part of the teaching and learning process at the school. This integration also facilitates teachers in designing learning activities that align with the objectives of P5.

The school also provides adequate infrastructure and facilities to support P5 activities. These facilities include representative learning spaces, supporting equipment and supplies, and access to digital learning resources. The availability of excellent facilities allows students to explore the theme of sustainable lifestyles in a more profound and creative manner. Another essential aspect is the capacity building of teachers as P5 facilitators. The school organizes training and mentoring for teachers to have a comprehensive understanding of P5 and to effectively facilitate project-based learning.

Not only focusing on the school's internal affairs, SMAN 1 Singaraja also establishes partnerships with parents and the surrounding community in the implementation of P5. This partnership is realized through intensive communication, parental involvement in several

activities, and collaboration with relevant organizations or community leaders in the theme of sustainable lifestyles. The synergy between school, family, and community creates a supportive educational ecosystem for strengthening student character.

The school's support in the form of policies and provision of resources for the implementation of P5 is a form of institutional legitimacy. This legitimacy reinforces the social construction of P5 as a prestigious and impactful flagship program for [25]. With the legitimacy from the school, the implementation of P5 becomes more structured, systematic, and sustainable.

The research results indicate that school support and policies are crucial for the effective implementation of P5 at SMAN 1 Singaraja. Key elements contributing to the program's success include its integration into the curriculum, the provision of sufficient facilities, teacher capacity building, and collaboration with parents and the community. These factors are essential in enhancing student character in line with the Pancasila Student Profile.

3.3 Implementation and Evaluation

The implementation of P5 at SMAN 1 Singaraja in the even semester of 2023/2024 involves students actively participating in enjoyable activities that enhance teamwork and provide contextual learning experiences. The project focuses on the theme of "Sustainable Lifestyle," aiming to raise students' awareness and concern for environmental issues.

During the implementation phase, students engage in various activities such as planning, collecting used materials, creating economically valuable products, preparing reports, and presenting their work. These activities are designed to be fun and engaging, promoting student collaboration and fostering a sense of unity among participants. Through these hands-on experiences, students gain practical knowledge and skills related to sustainable living practices.

The evaluation of P5 is carried out to gauge the results of student projects. This process includes facilitators and teachers reviewing student reports and presentations. It assesses not only the tangible outputs but also the growth of students' character in line with the dimensions of the Pancasila Student Profile.

According to the theory of social construction, the reality of P5 is constructed through interactions and communication among the actors involved (students, teachers, parents) in the implementation and evaluation processes [25]. The social construction of P5 is shaped by the collective experiences, meanings, and interpretations shared by the participants.

The active involvement of students in the implementation of P5 allows them to construct their own understanding of sustainable lifestyle practices through direct experience and interaction with their peers and facilitators. The collaborative nature of the activities fosters a sense of shared responsibility and mutual support among students, reinforcing the social construction of P5 as a meaningful and impactful endeavor.

Moreover, the evaluation process contributes to the social construction of P5 by validating the significance and value of the students' efforts. The recognition and appreciation of their work by facilitators and teachers further reinforce the importance of P5 in the school community. The evaluation also serves as a platform for reflection and feedback, enabling students to refine their understanding and internalize the lessons learned from their projects.

Involving parents and the broader community in implementing and evaluating P5 enhances its social foundation. Engaging external stakeholders provides the project with legitimacy and support beyond the school environment. The interactions between students, parents, and community members build a wider narrative around P5, highlighting its significance and potential societal impact.

3.4 Supporting and Inhibiting Factors

The implementation of P5 at SMAN 1 Singaraja is influenced by various supporting and inhibiting factors. These factors significantly influence the social construction of the project's reality.

One of the key supporting factors is the availability of guidelines and standard operating procedures for the implementation of P5. These guidelines provide a clear framework and direction for teachers and facilitators, ensuring a structured and systematic approach to project execution. The existence of well-defined guidelines contributes to the institutionalization of P5 as an objective reality within the school system. As noted by Asmanidar, the institutionalization of educational programs through the establishment of policies and procedures is crucial in creating a supportive environment for their successful implementation [24].

Another crucial supporting factor is the provision of adequate infrastructure and facilities by the school. The availability of representative learning spaces, equipment, and resources creates an enabling environment for students to engage in P5 activities effectively. The tangible support from the school reinforces the legitimacy and importance of the project in the eyes of students and other stakeholders. This aligns with Sulaiman's findings, which highlight the significance of school infrastructure in facilitating the implementation of character education programs [25].

The positive response and enthusiasm from students towards P5 activities serve as a strong motivating factor for the project's success. Students' willingness to actively participate and their genuine interest in the theme of sustainable lifestyle contribute to the social construction of P5 as a meaningful and engaging learning experience. The students' positive attitudes and behaviors reinforce the value and significance of the project within the school community. This resonates with Asmanidar's research, which emphasizes the role of student engagement in shaping the social construction of educational initiatives [24].

The support and involvement of parents and the wider community further strengthen the implementation of P5. When parents and community members recognize the importance of the project and actively participate in its activities, it creates a sense of shared ownership and responsibility. The positive feedback and encouragement from external stakeholders validate the social construction of P5 as a relevant and impactful initiative. This aligns with Sulaiman's findings, highlighting the crucial role of parental and community involvement in successfully implementing character education programs [25].

However, the limited timeframe allocated for P5 activities emerges as an inhibiting factor. The short duration of the project poses challenges in terms of planning, execution, and achieving desired outcomes. From the perspective of social construction theory, the time constraint

represents a subjective reality that needs to be negotiated and navigated through effective communication and coordination among the actors involved. The temporal dimension of social practices is a key consideration in the construction and maintenance of social realities [25].

To mitigate the impact of the time limitation, the school has taken proactive measures such as allocating dedicated time slots and optimizing the use of available resources. The negotiation and adaptation strategies employed by the school demonstrate the dynamic nature of social construction, where subjective realities are continually shaped and reshaped through interactions and consensus-building among stakeholders. This echoes Asmanidar's (2019) observations on the importance of effective communication and coordination in navigating challenges and constraints in the implementation of educational programs [24].

3.5 Word Cloud Analysis

The issues most frequently discussed are illustrated in figure 1. The wordcloud presented in the image consists of a collection of English words related to the themes of project, curriculum, and school. The most prominent keywords in the wordcloud include "project," highlighting the focus on project-based learning; "curriculum," indicating the connection to the school curriculum; "school," emphasizing the educational context; "learning," stressing the core aspect of the project; "student," underlining the central role of students in the learning project; "environment," suggesting the project's relevance to environmental issues; "strengthening," indicating the aim of reinforcing competencies through the project; and "sustainable," relating to the concept of sustainability that is the focus of the project. Overall, this wordcloud depicts a curriculum-based learning project in a school setting that focuses on strengthening student competencies, with an emphasis on sustainability and environmental awareness. The project appears to aim at supporting students' holistic development through an innovative, collaborative, and real-world relevant approach.



Fig. 1. Word cloud for various categorie

3.6 Recommendation

The table 1 presents five critical issues and corresponding recommendations for the implementation of the Pancasila Student Profile Strengthening Project (P5) in schools. These issues include limited time allocation for P5 activities, potential lack of understanding and skills of teachers as facilitators, challenges in establishing partnerships with parents and the community, limitations of school resources and infrastructure, and potential resistance or lack of acceptance from some school members.

To address these challenges, the recommendations draw from the research finding. The suggested strategies include optimizing time and resource utilization through careful planning and coordination, providing ongoing training and mentoring for teachers, building intensive communication and collaborations with parents and community partners, seeking external support to overcome resource limitations, and increasing socialization and involvement of all school members in the planning and implementation of P5. These recommendations aim to create a supportive environment and ensure the successful implementation of the program.

Table 1. Critical Issues and Recommendations in Implementing Project-Based Learning in Schools

No	Critical Issue	Recommendation
1	Limited time allocated for P5 activities.	Optimize the utilization of available time through careful planning and effective coordination among stakeholders [25].
2	Potential lack of understanding and skills of teachers as P5 facilitators	Organize ongoing training and mentoring for teachers to enhance their understanding and skills in facilitating project-based learning [24].
3	Challenges in establishing partnerships with parents and the community	Build intensive communication, involve parents in P5 activities, and establish collaborations with relevant organizations or community leaders to create synergy between school, family, and community [22]
4	Limitations of school resources and infrastructure	Optimize the utilization of existing resources and infrastructure, and establish partnerships with external parties to obtain additional support in providing adequate facilities [25]
5	Resistance or lack of acceptance from some school members	Increase socialization and communication about the importance of P5, and involve all school members in the planning and implementation of the program to build a sense of shared ownership and commitment [24]

4 Conclusion

The study aimed to analyze how the P5 initiative develops the character of gotong royong (mutual cooperation) through the sustainable lifestyle theme at SMAN 1 Singaraja. The findings

indicate that systematic preparation and infrastructure, comprehensive school support and policies, and active student involvement in implementation and evaluation are key factors in the successful implementation of P5. The process of social construction is evident in the interpretation and contextualization of the national P5 guidelines into the school's internal guidelines, as well as the provision of concrete facilities and resources to support the program. Although there are supporting factors such as the availability of guidelines, standard operating procedures, adequate infrastructure, and student enthusiasm, this study also identifies a limiting factor, namely the limited time allocation for P5 activities. However, the school has taken proactive steps to address this challenge through careful planning and effective coordination among stakeholders.

The implementation of P5 at SMAN 1 Singaraja involves systematic preparation, comprehensive school policy support, and active student participation in implementation and evaluation. This process includes the development of school internal guidelines, provision of adequate infrastructure, integration of P5 into the curriculum, capacity building for teachers, and partnerships with parents and the community. P5 activities are designed to be enjoyable and engaging for students, promote collaboration, and provide contextual learning experiences related to sustainable lifestyle practices. Supporting factors include the availability of guidelines and standard operating procedures, the provision of adequate infrastructure and facilities by the school, positive responses and enthusiasm from students, and support and involvement from parents and the wider community. However, the limited time allocated for P5 activities emerges as a limiting factor. The school has taken proactive steps to address this challenge through careful planning and effective coordination.

The limitations of this study include its restriction to a single school, SMAN 1 Singaraja, which means that the findings may not be generalizable to other school contexts. Additionally, the study focuses only on the theme of sustainable lifestyle, while P5 encompasses various other themes that may have different implementation dynamics. The relatively short research timeframe may also limit the understanding of the long-term impact of P5 implementation.

Recommendations for future research include conducting similar studies in multiple schools with diverse characteristics to gain a broader understanding of P5 implementation in different contexts, investigating P5 implementation with themes other than sustainable lifestyle, designing longitudinal studies to assess the long-term impact of P5 implementation on student character development and behavioral change, exploring student perspectives and experiences in greater depth through narrative or phenomenological research approaches, and investigating the role of digital technology in supporting P5 implementation and its impact on student engagement and learning outcomes.

The benefits of this research are twofold, both theoretical and practical. Theoretically, this study contributes to the understanding of the social construction process in the implementation of character education programs, specifically in the context of P5. It provides insights into the factors that support and hinder the successful implementation of such programs, as well as the strategies employed by schools to overcome challenges. Practically, the findings of this study can serve as a foundation for other schools seeking to implement similar programs and for policymakers in designing education policies that support student character development. The

study highlights the importance of systematic preparation, comprehensive school support, active student involvement, and effective coordination among stakeholders in the successful implementation of character education programs.

Overall, this research provides valuable insights into the implementation of P5 in developing the character of gotong royong through the theme of sustainable lifestyle at SMAN 1 Singaraja. However, further research is needed to explore P5 implementation in broader contexts and with different themes, as well as to assess the long-term impact of this program on student character development and behavioral change.

5 References

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