



Evaluation of the Sustainability of Implementing the P5 Worksheet for Strengthening Student Character at SMAN 1 Terara

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Abstract: This study examines the sustainability of implementing the P5 Worksheet in strengthening student character at SMAN 1 Terara, focusing on several related variables: cooperation, discipline, and responsibility. The research employs a descriptive approach with a mixed-method design, combining qualitative and quantitative analyses to understand the worksheet's impact on student character. Data were collected through classroom activity observations, in-depth interviews with teachers, and questionnaires completed by teachers to measure the dimensions of student character. The findings indicate that the P5 Worksheet is effective in enhancing student cooperation, despite challenges such as limited time, students' difficulties in understanding instructions, and the relevance of content to the local context. Additionally, limited institutional support was found to affect the smooth implementation of the program. Based on these findings, it is recommended to adjust the worksheet materials, improve teacher training, and strengthen support from the school to enhance the effectiveness and sustainability of the P5 Worksheet in fostering student character development.

Keywords: P5 Worksheet; Students' character; Teachers' behavior

Introduction

Character education based on Pancasila values is a priority in Indonesia's educational policies, particularly through the *Kurikulum Merdeka* (Independent Curriculum). This approach aims to shape a younger generation that is not only academically competent but also possesses high moral standards and integrity in line with the *Pelajar Pancasila* (Pancasila Student) profile (Kemendikbud, 2021; Prihatmojo & Badawi, 2020; Mulyasa, 2023). Various character dimensions, such as cooperation, tolerance, and responsibility, are the primary targets of this curriculum's implementation. However, the effectiveness of its implementation requires synergy between innovative teaching strategies and the support of competent educators (Hidayati et al., 2024; Garcia & Martinez, 2023; Lee & Kim, 2022). Therefore, developing learning tools such as worksheets is a strategic step in supporting character education.

The *Proyek Penguatan Profil Pelajar Pancasila* (P5) is a key component of the *Kurikulum Merdeka*, designed to

help students internalize Pancasila values in daily life. In this context, P5 promotes project-based learning that is relevant to both local and global issues (Kemendikbud, 2020; Mulyasa, 2023; Garcia & Martinez, 2023). One popular method is using thematic worksheets that integrate character values with 21st-century skills (Hidayati et al., 2024; Prihatmojo & Badawi, 2020; Lee & Kim, 2022). These worksheets provide structured guidance for students to understand, reflect on, and apply Pancasila values. However, their success depends significantly on teacher competence and school environment support.

Previous research shows that P5 implementation faces several challenges, including limited teacher understanding of integrating Pancasila principles into learning. Many teachers struggle to design creative and interactive activities, especially in areas with limited resources (Hidayati et al., 2024; Garcia & Martinez, 2023; Mulyasa, 2023). On the other hand, students often lack active engagement due to unappealing teaching methods (Lee & Kim, 2022; Prihatmojo & Badawi, 2020;

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Kemendikbud, 2021). Thus, developing tools like P5 worksheets requires a contextual and inclusive approach. These solutions should be designed to bridge existing limitations.

The student character traits targeted by P5 include values such as cooperation, tolerance, and mutual assistance (*gotong royong*). This character education is designed to develop students who can adapt to community life and possess national awareness (Kemendikbud, 2021; Mulyasa, 2023; Prihatmojo & Badawi, 2020). However, the implementation of these values often faces challenges in adapting teaching methods (Hidayati et al., 2024; Garcia & Martinez, 2023; Lee & Kim, 2022). Therefore, evaluating the effectiveness of P5-based worksheets is crucial to ensure the sustainability of their positive impact.

Teacher training is a vital first step in enhancing their understanding of the P5 concept and its application in teaching. Research indicates that effective training can improve teachers' competence by up to 70% in understanding and applying Pancasila values (Hidayati et al., 2024; Mulyasa, 2023; Kemendikbud, 2020). Furthermore, this training helps teachers overcome technical challenges such as limited resources and lesson planning (Prihatmojo & Badawi, 2020; Lee & Kim, 2022; Garcia & Martinez, 2023). With adequate training, teachers can become effective agents of change in shaping student character.

Evaluating P5 implementation is essential not only to measure the success of the training but also to understand its impact on students. Studies show that students involved in P5-based projects tend to develop better collaboration skills compared to traditional methods (Kemendikbud, 2021; Garcia & Martinez, 2023; Hidayati et al., 2024). Moreover, students' levels of tolerance and empathy significantly improve after using thematic worksheets (Lee & Kim, 2022; Prihatmojo & Badawi, 2020; Mulyasa, 2023). Hence, developing a systematic evaluation framework is an urgent need in implementing P5.

One often-overlooked aspect of P5 implementation is the sustainability of the program's impact after training is completed. Research indicates that without follow-up evaluations, many teachers revert to conventional teaching methods that are less supportive of character building (Garcia & Martinez, 2023; Lee & Kim, 2022; Mulyasa, 2023). Therefore, an approach is needed to ensure the consistent application of Pancasila values, including post-training mentoring and the development of flexible supplementary modules (Kemendikbud, 2020; Prihatmojo & Badawi, 2020; Hidayati et al., 2024).

Community engagement plays a crucial role in supporting P5 implementation across regions, especially in resource-limited areas like East Lombok. In this

context, developing tools like P5 worksheets tailored to local characteristics becomes a strategic solution (Garcia & Martinez, 2023; Kemendikbud, 2021; Mulyasa, 2023). In addition to providing training, intensive mentoring is needed to ensure their effective use. Support from various stakeholders, including schools and local governments, is key to the program's success (Hidayati et al., 2024; Lee & Kim, 2022; Prihatmojo & Badawi, 2020).

Previous research and community engagement initiatives indicate that P5-based worksheets can help students deeply understand Pancasila values. For example, students demonstrate improvements in group cooperation and awareness of diversity after using these worksheets (Mulyasa, 2023; Lee & Kim, 2022; Hidayati et al., 2024). However, the program needs continuous evaluation to adapt to students' needs and field challenges. Therefore, ensuring the program's sustainability is a primary concern in its implementation (Kemendikbud, 2021; Garcia & Martinez, 2023; Prihatmojo & Badawi, 2020).

Based on the initial evaluation, community engagement conducted at SMAN 1 Terara focused on developing and implementing P5 worksheets. This program aims to strengthen student character while improving teacher competence in applying Pancasila values (Hidayati et al., 2024; Kemendikbud, 2021; Mulyasa, 2023). Through training and mentoring, the program successfully built a deeper understanding of the importance of character education. This article will discuss the evaluation of the worksheet's implementation sustainability, including its impact on teachers and students. It is expected that these findings will serve as a reference for similar programs in the future (Garcia & Martinez, 2023; Lee & Kim, 2022; Prihatmojo & Badawi, 2020).

Method

This study employs a descriptive approach with a mixed-method design, combining qualitative and quantitative analyses to evaluate the sustainability of implementing the P5 Worksheet in strengthening student character at SMAN 1 Terara. The research subjects consist of 20 teachers who had previously undergone P5 Worksheet training and 60 students who used the worksheet during learning activities. Data were collected through classroom activity observations, in-depth interviews with teachers, questionnaires for students using a Likert scale to measure indicators such as cooperation, tolerance, discipline, and responsibility, as well as document analysis of training materials and learning records. Qualitative data were thematically analyzed to identify patterns and challenges, while quantitative data from the questionnaires were

processed using descriptive statistics to observe changes before and after the worksheet's implementation. Data validation was conducted through triangulation by comparing findings from observations, interviews, and questionnaires. The study followed a structured procedure, including instrument preparation, data collection over four weeks, data analysis, and reporting results to provide effective recommendations for program sustainability.

Result and Discussion

The results and discussion in this study reveal various significant findings related to the

implementation of the P5 Worksheet at SMAN 1 Terara in the context of strengthening student character. This section begins with the presentation of data from classroom activity observations, in-depth interviews with teachers, and questionnaires completed by teachers, providing a detailed overview of the effectiveness and challenges of worksheet implementation. The data were analyzed thematically and statistically to explore implementation patterns, benefits gained, and obstacles encountered. The discussion focuses on the relationship between the findings and the research objectives, incorporating relevant literature and theoretical contexts to provide deeper insights.

Table 1. Teacher Observation Data on the Frequency and Strategies for Implementing P5 Worksheets

Teacher	Frequency/week	Implementation/Strategy	Challaenge Encountered
A	2	Group discussion	Insufficient learning time
B	3	Individual presentation	Students lack focus on assignments
C	1	Project-based learning	Worksheets are less relevant to the local context
D	2	Group discussion	Limited facilities in class
E	3	Project-based learning	Requires a lot of time for individual coaching
F	2	Group discussion	Not all students understand the instructions in the worksheet
G	1	Individual presentation	Worksheets are not visually attractive
H	2	Group discussion	Teachers have difficulty dividing time between theory and practice
I	2	Project-based learning	Student evaluation is less effective
J	3	Group discussion	Limited time for in-depth discussions
K	1	Individual presentation	Worksheets are too difficult for low ability students
L	3	Project-based learning	Not all groups were able to complete the task
M	2	Group discussion	The material in the worksheet is less contextual
N	2	Individual presentation	Limited time for discussion
O	1	Group discussion	Lack of additional guidance in the worksheet
P	2	Project-based learning	Limited facilities for field activities
Q	3	Group discussion	Too much time is wasted explaining worksheets
R	1	Project-based learning	Not all students are actively involved
S	2	Group discussion	Worksheets are less challenging for high ability students
T	3	Individual presentation	Students have difficulty understanding the contents of the worksheet without guidance

The observation results show that the frequency of use P5 Worksheet varies among teachers, with most using worksheets two to three times per week. This reflects a fairly high adoption rate, although there are some teachers who only use it once a week. The most common implementation strategy is group discussion, which shows that teachers tend to utilize worksheets to encourage student interaction. However, some teachers also choose other approaches such as project-based learning and individual presentations to suit learning needs. The main obstacles faced include limited time, relevance of worksheet content, and students' difficulties in understanding instructions. This problem shows the need to adapt worksheet material to better

suit the local context and the needs of students in the classroom.

The consistent frequency of use of worksheets indicates the potential for sustainability of implementation, especially if teachers have access to further training. Recent research shows that regular use of teaching materials such as worksheets can significantly improve student learning outcomes, especially in student-centered learning (Kemdikbud, 2022; Rahman et al., 2023). This highlights the importance of providing ongoing guidance to teachers to optimize the effectiveness of worksheets in building student character.

In addition, time constraints and suitability of worksheet materials to local contexts can be overcome

through collaboration between teaching material developers and teachers. According to Fitriani et al. (2023), developing teaching materials that are relevant to students' social context can increase students' interest in learning and understanding of the material. Therefore, improving the P5 Worksheet should involve direct input from teachers and students to ensure that the material is more contextual and applicable.

Table 2. Data from Teacher Interviews regarding Benefits, Challenges and Recommendations for Implementing the P5 Worksheet.

Thematic Category	Information
Benefit	Teachers see increased student cooperation and courage in discussions.
Challenge	The main obstacle is students' understanding of the questions and the relevance of the worksheet content. Additional training for teachers and the development of more interactive worksheets are recommended.
Recommendation	

In-depth interviews with teachers revealed benefits, challenges, and recommendations regarding implementation **P5 Worksheet**. The teacher stated that the worksheet had had a positive impact on strengthening students' character, especially in increasing students' cooperation and courage in discussions. However, significant obstacles emerged, including students' lack of understanding of the worksheet content and the lack of relevance of the content to the local context. Apart from that, some teachers also find it difficult to support students with low abilities. Based on these findings, teachers recommend additional training to improve their competence in using worksheets as well as the development of worksheets that are more interactive and interesting for students.

The main benefit of worksheets in increasing students' courage to discuss questions supports previous findings that project-based learning can strengthen students' social skills (Setiawan, 2022). Teachers who succeed in building an active discussion environment through worksheets also demonstrate success in creating effective collaborative learning. To overcome gaps in student skills, deeper differentiation strategies are needed to ensure all students benefit from using worksheets. In the context of worksheet development, the integration of technology such as learning applications can be a solution to increase the interactivity of the material. As noted by Widodo et al. (2023), digitalization of teaching materials can help teachers explain content in a more interesting and adaptive way. Thus, technological support and

advanced training can overcome the implementation challenges faced by teachers at SMAN 1 Terara.

Table 3. Data from Teacher Questionnaire Results regarding Assessment of the Implementation of the P5 Worksheet

Indicator	Rating Average (1-5)
Ease of using worksheets	4.2
Impact on student collaboration	4.5
Impact on student discipline	4.3
Availability of school support	3.8

The results of the questionnaire provide insight into teachers' perceptions of implementation **P5 Worksheet**. Overall, teachers gave a positive assessment, with the ease of use indicator of the worksheet getting an average score of 4.2 on a scale of 5. The impact of the worksheet on student collaboration was considered very high with an average score of 4.5, indicating that students became more active collaborate. Student discipline indicators also received a good rating with an average of 4.3. However, the school's support for the use of worksheets only received a score of 3.8, which highlights the need for improved facilities and policies that better support the sustainability of this program. This data reflects that although the implementation of the worksheet has succeeded in strengthening several aspects of student character, there is still room for improvement, especially in terms of institutional support.

High ratings of the impact of worksheets on student collaboration demonstrate the importance of using learning tools that support 21st century skills. According to Purwanto and Sari (2022), collaborative learning improves students' interpersonal skills and provides a more meaningful learning experience. By utilizing well-designed worksheets, teachers can encourage student cooperation in a variety of learning situations. However, low scores on institutional support indicate a need for greater investment on the part of schools in facilities, training and policies. For example, a recent study by Lestari and Gunawan (2023) shows that the successful implementation of educational programs is highly dependent on financial and structural support from educational institutions. For this reason, it is important for schools to allocate adequate resources to ensure continued implementation of the P5 Worksheet.

Conclusion

The implementation of the P5 Worksheet at SMAN 1 Terara shows a positive impact in strengthening students' character, especially in the aspects of cooperation and discipline, although there are a number of challenges that need to be overcome, such as time

constraints and students' difficulties in understanding instructions. Teachers reported that the use of worksheets can encourage student interaction through a variety of learning approaches, but some also noted that worksheet content needs to be further adapted to be more relevant to the local context and student needs. In addition, the lack of institutional support, such as school facilities and policies, is an important obstacle in the sustainability of this program. Therefore, to ensure the effectiveness and sustainability of the use of the P5 Worksheet, there needs to be adjustments to the material, increased training for teachers, as well as stronger support from the school, which is in line with recent research which emphasizes the importance of contextual material development and ongoing training to improve quality.

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