Analysis of Teachers' Difficulties in Implementing P5 Lessons to Elementary School Students

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ABSTRACT

The Pancasila Student Profile Strengthening Project (P5) is an important program in the Independent Curriculum that requires teachers to actively participate in the planning, implementation, and evaluation of project-based learning. However, the implementation of this program in elementary schools still faces various obstacles. This study aims to analyze teachers' difficulties in implementing P5 for fifth-grade students at Air Putih 008 Public Elementary School, Indragiri Hulu Regency. The study used a qualitative approach with data collection techniques through observation, structured interviews, and documentation. Data validation was carried out using triangulation of sources, time, and techniques. The research subjects were fifth-grade teachers directly involved in the implementation of P5. Data analysis used the Miles and Huberman interactive model, which includes data collection, reduction, presentation, and drawing conclusions. The results showed that teacher difficulties occurred at three main stages. At the planning stage, teachers did not fully understand the concept of P5, so the objectives and flow of activities were still general and lacked detail, compounded by minimal technical training. At the implementation stage, obstacles arose due to limited time, facilities, and uneven student participation in group work. During the evaluation phase, assessments tend to focus on the final project results without optimizing the assessment of the process, character indicators, and portfolios. The main factors influencing these constraints include limited training, minimal supporting facilities, and the lack of comprehensive character assessment instruments. The conclusion of this study emphasizes the need for ongoing training for teachers, the provision of adequate facilities, and the development of a structured evaluation system to ensure more effective implementation of P5 in elementary schools.

Keywords: *teacher difficulties, pancasila student profile, merdeka curriculum, elementary school*

INTRODUCTION

The progress of a country is highly dependent on the quality of its education. Education is the main pillar of the nation (Alam et al., 2020) as well as the key to quality progress and development. As a basic right, education not only functions to increase intellectual capacity, but also to shape principled, virtuous, and responsible character. This is in line with the mandate of the 1945 Constitution and the National Education System Law, which emphasize the role of education in producing generations that contribute positively to the nation's progress (Sukmawati & Tarmizi, 2023). More than just knowledge transfer, education is also a strategic instrument to strengthen ethics, morals, and character (Hakim & Darojat, 2023), foster an attitude of respect for diversity, uphold justice, tolerance, and cooperation (Nurmanita et al., 2024). One of the tangible manifestations of education is learning at school. According to Kuswari et al. (2019), education is a conscious effort made by educators, including parents, to develop the potential of students to form a complete personality. In modern learning, a *student centered* approach is a priority, encouraging students to actively seek, process, and build knowledge (Aufa et al., 2020) through diverse learning experiences and interactions (de Jong et al., 2021). Teachers act as facilitators and guides (Larasati, 2018; Reichert et al., 2021).

In the context of national policy, the Ministry of Primary and Secondary Education (Kemendikdasmen) developed the *Merdeka Curriculum* as a continuation of the *Emergency Curriculum* after the Covid-19 pandemic. This curriculum is designed to be more concise with simplified materials, teaching

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resources, and allocation of learning time to restore education and prepare adaptive human resources for global challenges (Lathif & Suprapto, 2023). By giving teachers and students the freedom to determine learning approaches, the *Merdeka Curriculum* aims to create meaningful learning experiences, foster creativity, and shape character according to national values (Elviya & Sukartiningsih, 2023), one of which is through flexible and contextual project-based independent learning.

The main focus of Merdeka Curriculum is the Pancasila Learner Profile Strengthening Project (P5), which emphasizes the formation of student attitudes and behavior according to the six dimensions of the Pancasila learner profile (Kemdikbud in Rohmah et al., 2023). At the fifth grade level, students are expected to internalize the values of cooperation, diversity, independence, creativity, and responsibility, which are reflected in daily activities. Through P5 projects, students are given space to develop cross-disciplinary interests, explore challenges in their environment, and strengthen the character of Pancasila (Sari et al., 2023). Despite having noble goals, the implementation of *Merdeka Curriculum* and P5 is inseparable from various challenges in the field. Nurhidayat et al (2022) identified a number of common obstacles, such as teachers' limited understanding of the concepts and methods of implementing P5, limited supporting resources, and a learning environment that is not fully conducive. The results of pre-research interviews at SDN 008 Air Putih revealed more specific obstacles, especially related to limited facilities and infrastructure. One example is the lack of facilities to introduce Malay-Riau local wisdom, including the lack of availability of traditional musical instruments that should be an important part of culture-based projects. In addition to facility constraints, limited teaching staff who have competence in arts and culture are also an obstacle. Schools tend to rely on teachers who have limited knowledge in the field, so the implementation of local wisdom-based P5 has not been maximized. On the other hand, although students' enthusiasm is high, the timing of the implementation is often an obstacle. Many P5 activities are carried out outside core class hours, for example through extracurricular sessions, resulting in overlap with other school agendas. This requires more effective time management and collaborative strategies between the school, teachers and the community to ensure that P5 can be implemented as intended.

Based on these issues, this study aims to analyze the difficulties teachers face in implementing the Pancasila Student Profile Strengthening Project (P5) for fifth-grade students. This study seeks to answer the following main questions: (1) What difficulties do teachers face in the planning stage of P5? (2) What obstacles arise in the implementation stage? and (3) What challenges do teachers experience in the evaluation stage of P5?

METHOD
Research Method
This study uses a qualitative approach with the aim of revealing social realities in a deep and descriptive manner. The qualitative approach was chosen because it provides a comprehensive understanding of a phenomenon in a particular context through the exploration of authentic data from everyday life (Anggito & Setiawan, 2018). According to Ismail, qualitative research focuses on meaning, reasoning, and the definition of situations as experienced by the research subjects. The results of the research are descriptive data in the form of interview transcripts, field notes, photographs, and video recordings that represent the facts, phenomena, and conditions that occurred during the research process.

Research Procedure
The research procedure began with a preparation stage: formulating the focus and objectives of the research, reviewing the literature related to P5, and developing and testing instruments (observation guidelines, interview guidelines, and documentation formats) to ensure the feasibility and clarity of the questions. Once the final instruments were ready, the researchers obtained permission from the school and informed the teachers and principal of the research objectives and schedule to obtain their approval and informed consent. The data collection stage is carried out according to schedule: passive participant observation is conducted in

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several learning sessions to record processes and interactions; structured interviews are recorded (with permission) to explore the experiences and views of teachers and principals; documentation is collected in the form of lesson plans, student project results, photos of activities, and school policies. All data is then managed and anonymized to maintain confidentiality. Data analysis was conducted iteratively using the Miles & Huberman model: data reduction, data presentation, and conclusion drawing accompanied by verification through triangulation of sources, time, and techniques.

Population and Sample

The population in this study included all parties involved in the implementation of the Pancasila Student Profile Strengthening Project (P5) at Air Putih Public Elementary School 008, Indragiri Hulu Regency. From this population, the researcher selected fifth-grade teachers as the main subjects of the study, given that teachers play a central role in planning, implementing, and evaluating P5 activities. Fifth-grade teachers were chosen because they are directly involved in project-based learning, which is the focus of this study, and are therefore able to provide authentic data regarding the difficulties encountered in the field.

In addition, this study also involved the principal as an additional informant. The presence of the principal was considered important to provide a managerial perspective, particularly regarding school policies, facility support, and institutional strategies in overcoming obstacles to P5 implementation. Thus, the sample selection in this study was purposive sampling, based on specific considerations in line with the needs and objectives of the study. This strategy enabled the researchers to obtain rich, in-depth, and relevant information related to the focus of the study.

Research Instruments and Data Collection Techniques

The research instruments used in this study were observation guidelines, structured interview guidelines, and documentation sheets. These instruments were designed to ensure that the data obtained was focused on the research objective, namely analyzing the difficulties teachers faced in implementing the Pancasila Student Profile Strengthening Project (P5).

Data collection was carried out through observation, interviews, and documentation. Observations were carried out using the passive participant observation method, in which the researcher was present at the research location to observe the implementation of P5, the interaction between teachers and students, and student behavior during the activity process, without being directly involved in the learning activities. Structured interviews were conducted with fifth-grade teachers and the principal to explore in-depth information about the difficulties encountered, the strategies used, and the solutions sought by teachers in implementing P5. Meanwhile, documentation techniques were used to supplement the data by collecting supporting documents such as photos of activities, school archives, and policies relevant to the implementation of P5. To maintain data validity, this study used triangulation, which included source, time, and technique triangulation. This triangulation aimed to increase credibility and ensure that the research findings truly represented the actual conditions in the field.

Data Analysis

Data analysis was conducted using Miles and Huberman's interactive model, which consists of four stages: (1) data collection, carried out throughout the research process; (2) data reduction, by selecting, focusing, simplifying, and abstracting raw data to make it relevant to the research objectives; (3) data presentation, presented in the form of descriptive narratives, tables, and schemes; and (4) drawing and verifying conclusions, carried out continuously to ensure the consistency of findings. Validity is strengthened through in-depth reflection and the application of triangulation, so that the research results are accountable.

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RESULTS AND DISCUSSION
1. Teacher Difficulties in Implementing P5

Based on the results of interviews with classroom teachers and principals, which were strengthened through observation of lesson planning documents and documentation in the form of project lesson plans, it was revealed that teachers still had difficulty in fully understanding the concept of the Pancasila Learner Profile Strengthening Project (P5). This limited understanding causes teachers to not be able to fully link the P5 dimension with learning activities that are concrete, structured, and relevant to the intended character indicators. This is reflected in the preparation of objectives and flow of activities that are still general, less detailed, and have not clearly integrated character values. Observation of planning documents showed that the flow of activities resembled an administrative framework rather than a character-oriented learning design. Teachers also admit that they have not received adequate technical training related to project planning, so that the preparation of activities relies more on personal experience and limited references.

One teacher frankly admitted: *"We do create project modules according to the guidelines, but often we just follow the examples provided by the department. We are still confused and uncertain about how to adapt them to the conditions of the students in our classes."* The principal also confirmed: *"Most teachers have never participated in intensive training on P5. So it is natural that the planning is more administrative in nature, rather than focused on character-building practices."*

This finding is in line with the opinion of Sutrisno et al (2022) who emphasized that a deep understanding of the philosophy of Merdeka Curriculum and the essence of P5 is an important prerequisite for teachers to be able to design effective and meaningful learning. Without this foundation of understanding, planning tends to stop at the level of document formality without making a significant contribution to student character building. Putra & Wulandari (2021) added that P5 lesson planning requires teachers not only to prepare materials, but also to design project-based activities that are contextual, collaborative, and able to foster the values of the Pancasila Student Profile such as mutual cooperation, independence, and diversity. However, based on the principal's statement, some teachers have never attended intensive P5 training, so further training programs and continuous supervision are needed to ensure the implementation of lesson planning in accordance with P5 objectives.

a. Grade 5 teachers' P5 lesson planning at SDN 008 Air Putih

Based on the results of interviews with grade 5 teachers at SDN 008 Air Putih, lesson planning for the Pancasila Learner Profile Strengthening Project (P5) has been carried out in accordance with directions from the Merdeka curriculum. Teachers mentioned that at the beginning of each semester they were asked to prepare a project module based on the P5 theme determined by the school. However, teachers said that in practice, this planning process was quite challenging because they had to adjust the project theme to the characteristics of students and school conditions.

One teacher explained: *"The theme has been decided, for example, 'Sustainable Lifestyle'. But when it comes to thinking of activities that are suitable for children, we often get confused. In the end, we mostly imitate existing examples."*

Based on the observation of existing planning documents, teachers have compiled tools such as project modules and lesson plans with P5 themes such as "Sustainable Lifestyle", but it is still seen that the planning is not too detailed, especially in determining the appropriate form of activities. In addition, based on field observations, the planning has not been fully implemented to the fullest. Teachers are still looking for suitable forms of activities and seem not confident in carrying out projects. This shows that although there is a planning document, the implementation is not yet mature.

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b. Obstacles faced by teachers in preparing lesson plans P5

Through interviews, teachers conveyed several obstacles in preparing P5 planning. First, teachers claim to have difficulty understanding how to develop project objectives that are in accordance with the elements of the Pancasila Learner Profile. Second, they are not used to designing project-based learning that demands creativity and collaboration.

A teacher stated: *"When we have to write objectives according to the P5 dimensions, we often don't know if they are correct. We rarely get detailed examples."* Another added: *"We are used to making regular lesson plans, but when it comes to collaborative projects like P5, we are still very awkward."*

Teachers mentioned that the training on P5 provided is still limited and less practical. In addition, teachers also complain about time constraints, because they have to prepare regular learning tools and also P5 planning. Documentation obtained from the school shows that the project module does not have an adequate reflection component and not all activities are designed to train students' character. Observation in the teacher's room shows that planning is made collectively, but there are still many copies of examples provided by the office, not the result of adaptation from the real conditions of students.

c. Teachers' understanding of P5 concepts and objectives affects the planning process

From the in-depth interviews, it was found that teachers still do not fully understand the concept and purpose of P5. They consider that P5 is only an additional learning activity, not an important part of student character building.

As one teacher commented: *"P5 is a kind of extra activity, usually practice or activities outside the classroom. So it doesn't feel like part of the main lesson."* Another teacher added: *"We know there are values of mutual cooperation and independence, but when asked about the details, we often forget."*

This ignorance has an impact on the planning process that is less targeted. Observations confirmed this. When asked to explain the elements of the Pancasila Learner Profile, some teachers were still confused and could not elaborate. The training documentation that teachers have also shows that the training they attended was more general in nature, not focused on the practice of developing P5 modules.

d. Teachers have difficulty integrating the P5 themes with the current curriculum.

Based on interviews, teachers admitted that they have difficulty connecting the P5 themes with regular curriculum learning. Teachers said that the regular curriculum is already packed with material, making it difficult for them to find time to integrate P5 themes.

A teacher said: *"The school curriculum is already packed, so we usually do P5 outside of class hours, at most one to two hours a week."* Another added: *"We are still confused as to whether P5 should be separated or can be combined with science or Indonesian language lessons."*

This makes planning inconsistent. Observations made in the classroom show that P5 activities are more often done outside the main lesson hours and are not always linked to the material being taught. The school weekly schedule document also shows that P5 activities are only carried out 1–2 hours per week, which makes the implementation of the project not optimal. This reinforces the finding that integration between P5 and the curriculum is still a big challenge for teachers.

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2. **Difficulties in the Learning Implementation Stage**

Based on the results of direct observations in the implementation of projects in class V, supported by interviews with teachers and students, it is known that the process of implementing P5 still experiences various obstacles. One of the main obstacles faced by teachers is the limited implementation time, where projects that should be carried out in a long duration often collide with other lesson schedules. This causes P5 activities to seem rushed and lack depth. In addition, the unbalanced dynamics of student groups is also a challenge, where in one group there are students who are too dominant and passive students. The teacher admitted that it was difficult to manage the group fairly and effectively. Based on the documentation of project activities, it can be seen that most of the project results are still symbolic and do not show a deep understanding of the character values built. Another obstacle is the limited facilities and teaching materials. Yuliana & Fitria (2023) stated that one of the major challenges in implementing P5 is classroom and time management. P5 requires sufficient time so that students can go through the process of exploration, elaboration, and reflection as a whole. When time is limited, learning tends to only scratch the surface. The principal highlighted that budget constraints meant that not all project needs were met, such as teaching aids, project materials, and student workspaces. This supports the findings of Andriani et al. (2020) who stated that the availability of facilities and infrastructure greatly affects the quality of project-based learning implementation:

a. **Implementation of P5 learning implemented in grade 5 SDN 008 Air Putih**

Based on interviews with the grade 5 teacher, the implementation of P5 has started since the implementation of the Merdeka Curriculum, and is carried out every semester with different themes. The teacher explained that P5 learning is usually carried out once a week, with various forms of activities such as group discussions, field practice, making posters, and presentations. However, in practice, this implementation has not run optimally. Many activities are done in a hurry because of time. Observations made during P5 activities showed that the teacher played more of a directing role, and did not fully guide the students' learning process. In addition, some students seemed confused about what they had to do, suggesting that the instructions from the teacher had not been fully understood. Existing documentation of activities such as photographs and students' daily reports also show that P5 activities are often not completed as planned.

One student admitted: *"Sometimes we are still confused about what to do, so we just follow our friends who know better."* Meanwhile, the teacher added: *"We want to give more detailed instructions, but time is limited, so the children are still not independent in working on projects."*

b. **Factors that hinder the implementation of P5 at the school**

From interviews with teachers, there are several factors that hinder the implementation of P5. First, teachers feel that their regular teaching load is still high, making it difficult to divide time to prepare and implement P5. Second, the lack of practical training on P5 makes teachers feel less confident when guiding students. Thirdly, the lack of support from parents and the environment is also an obstacle, because some activities require cooperation with families and communities. Observations showed that some P5 activities did not go according to plan because there was no logistical support, such as materials for practice or a place for implementation. Documentation also shows that many activities are only carried out in the classroom, whereas projects should be carried out outdoors or based on real problems.

As the principal pointed out: *"Teachers have tried, but the teaching load is still high. In addition, parents do not always support them. For example, when children are asked to bring materials, some cannot, so activities become limited."*

c. **Difficulties in managing students' collaborative projects during P5**

Teachers conveyed in interviews that one of the main difficulties in implementing P5 is managing student group work. Many students are not accustomed to working together, so there are conflicts in groups

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or role imbalance, where only one or two people are active, while others are passive. Teachers find it difficult to divide the time to guide each group because the number of students is quite large and the implementation time is limited. Observations of group activities showed that students were often unfocused during discussions, and some did not even understand what to do. Teachers seemed overwhelmed when they had to handle more than three groups at once. Documentation of students' projects also showed that the projects were simple and did not reflect critical thinking or strong collaboration.

One teacher explained: *"If there are 5-6 children in a group, usually only 2 are active. The rest are quiet or playing around. It's very difficult to divide my attention among all the groups because the time is so short."* Meanwhile, one student admitted, *"I often just follow my smart friends because I don't know what to do."*

d. The role of school facilities and resources in supporting the implementation of P5

From the interviews, it is known that the school has tried to provide facilities to support P5, such as spacious classrooms and basic equipment such as paper, markers, and LCDs. However, teachers said that these facilities are still very limited, especially if the project requires more complex media or tools. For example, when the project requires recycled materials or tools for practice, students are asked to bring their own from home, and not all students can fulfill it. Observations show that classrooms are often used as the main place for P5 implementation because there is no special room or adequate yard. School documentation shows that the budget for P5 activities is still combined with the regular operational budget, so there are no special funds allocated for the purchase of project tools or teacher training.

As one teacher expressed: *"If it's a simple project, we can facilitate it. But if it requires more materials or special equipment, the children are asked to bring them from home. Not all parents can do this, so activities are often improvised."* The principal also confirmed: *"The school budget is limited, so P5 is still combined with other operational funds. We are not yet able to provide full support for project facilities and infrastructure."*

3. Difficulties in the Learning Evaluation Stage

Through interviews with teachers and principals, and based on observations of project assessment results and documentation of assessment rubrics, it is known that the P5 evaluation process has not been carried out optimally. Teachers still have difficulties in preparing a character assessment rubric that is objective, comprehensive, and in accordance with the dimensions of the Pancasila Learner Profile. The assessment tends to only describe the final result of the project without assessing the process or attitude of the students as a whole. Feedback given to students is also not personalized and in-depth, due to time constraints and the large number of students. Students admitted that the assessments they received were often general, so they did not know clearly which aspects to improve. The principal emphasized that evaluation in P5 should involve student portfolios and self-reflection as a form of authentic assessment, but this has not been implemented optimally in the field. Handayani (2022) emphasized that assessment in P5 should be authentic and include process and outcome assessment. The assessment rubric needs to be designed to illustrate the achievement of the Pancasila Student Profile values. Portfolio-based evaluation and students' reflective journals are also alternatives to measure overall character achievement. From interviews with students, they stated that feedback given by teachers is often general and not specific. Teachers also mentioned that with a large number of students and limited time, they had difficulty providing personalized feedback. Kurniawan & Hidayati (2021) stated that feedback in project-based learning should be formative and constructive, so that students understand their strengths and weaknesses during the process. The principal suggested the need for training in the preparation of rubrics and objective assessment instruments, as well as a more comprehensive and portfolio-based evaluation system. The difficulties in the complete learning evaluation stage include:

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a. Teachers evaluate P5 learning outcomes in grade 5

Based on the interview results, teachers said that they still evaluate P5 learning outcomes, but the form is still very simple. Teachers assess students based on their activeness during the project, the final work, and their attitude during the process. The evaluation is done through direct observation and daily notes. However, teachers admit that this evaluation is not in-depth because there is no standardized format or clear assessment rubric. From the observation, teachers mostly use general assessment methods without detailed indicators. This can be seen when teachers only give oral assessments or assess groups, not individuals. In the documentation of activities, there is a teacher's journal, but many parts are still empty or filled with brief notes.

As one teacher expressed: *"We usually assess based on the final results and the child's activity. But honestly, there is no standard rubric yet, so we still use simple notes." One student added: "The grades are sometimes just described as good or poor, but there is no explanation of what needs to be improved."*

b. Obstacles experienced by teachers in conducting project assessment P5

Teachers stated that one of the main obstacles is the unclear format of project assessment. Teachers do not fully understand how to develop a P5 assessment rubric that is in accordance with the dimensions of the Pancasila Learner Profile. In addition, because the project is done in groups, teachers have difficulty assessing individual contributions in the group. Based on observations, teachers seem confused when it comes to scoring aspects such as gotong royong, creativity, or critical reasoning. Assessment is mostly done in general terms and is not yet based on structured evidence. Documentation of project assessment is also still limited, only a list of final grades without a description or recording of the process.

As one teacher expressed: *"When assessing group work, it is very difficult to see each child's contribution. Some are very diligent, some just participate, but their grades are still the same." The principal added: "Teachers need to be equipped with clear assessment tools, not just rely on personal notes."*

c. Difficulty in providing effective feedback to students after P5 implementation

Teachers admit that they rarely give specific feedback to students after the project is completed. This is due to time constraints and the large number of students. In fact, teachers know that feedback is important to help students develop. Generally, feedback is only delivered in general at the end of the activity, not individually. The observation also showed that after the project was completed, the teacher only appreciated the work in general without mentioning the strengths or weaknesses in detail. The documentation of the activity did not show any feedback sheet or reflection notes given to the students.

One teacher said: *"If I give feedback to each student individually, there isn't enough time. So usually I just say it's good or that they need to try harder." Meanwhile, students said: "We want to know what's wrong with our work, but the teacher just says it's good, so we're confused about what to improve."*

d. The P5 evaluation system can be improved to measure the achievement of the Pancasila Learner profile

Teachers said that the current P5 evaluation system still needs to be improved. According to them, there should be clearer guidance from the school or education office on how to evaluate the achievement of the Pancasila Learner Profile dimension. Without such guidance, teachers feel that assessments are based on personal perceptions, not measurable indicators. During observations, it was seen that dimensions such as independence, creativity and mutual cooperation have not been assessed thoroughly. The evaluation only

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focuses on the results of the project, not on the process or changes in student behavior. From school documentation, there is no official assessment tool that can be used to measure all dimensions of the Pancasila Learner Profile in a complete and sustainable manner.

The principal emphasized: *"Ideally, P5 assessment should not only be based on final results, but also on portfolios, reflection journals, and the children's work process. However, this has not been implemented in our school." Another teacher added: "Without official guidelines, assessment remains subjective. We need clear rubrics so that we can assess more fairly."*

Overall, the results of this study indicate that the implementation of the Pancasila Student Profile Strengthening Project (P5) at SDN 008 Air Putih still faces various challenges, from the planning stage to implementation and evaluation. Time constraints, teachers' workload, lack of facilities, and suboptimal assessment instruments are the dominant factors that hinder the maximum achievement of P5 objectives. Nevertheless, these findings also confirm that teachers and schools are committed to continuing to seek solutions through the development of learning strategies, increased collaboration with parents and the community, and improvement of the evaluation system. Thus, this study provides a clear picture that the success of P5 greatly depends on the synergy between teacher readiness, facility support, and the existence of clear assessment guidelines so that the goal of shaping Pancasila student profiles can be achieved comprehensively and sustainably.

CONCLUSIONS AND RECOMMENDATION

The results showed that the implementation of the Pancasila Learner Profile Strengthening Project (P5) in schools still faces obstacles at the planning, implementation, and evaluation stages. At the planning stage, teachers do not fully understand the concept of P5 so that the objectives, flow of activities, and planning documents such as project modules and lesson plans are still general and less detailed. The lack of technical training also makes it difficult for teachers to design character-based learning. In implementation, time constraints, inadequate facilities, and uneven student group work dynamics hinder the smooth running of the project. Activities that should be in-depth and collaborative are often rushed, while the teacher's role in facilitating all groups fairly is constrained by the presence of overly dominant students and passive students. The evaluation stage is also not optimal because the assessment focuses more on the final results of the project and does not cover the learning process and character indicators as a whole. The assessment rubric is still general, feedback is less personalized, and portfolio-based evaluation and student reflection have not been maximally utilized. Overall, the obstacles are caused by the lack of technical training, limited resources, and the absence of a structured character evaluation system. This condition confirms the need for training support, provision of adequate facilities, and development of more comprehensive evaluation instruments to optimize the implementation of P5 in schools.

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