



EVALUATION OF THE PANCASILA STUDENT PROFILE STRENGTHENING PROJECT PROGRAM USING COUNTENANCE STAKE MODELS (CSM) AT SMA ISLAM ATHIRAH BUKIT BARUGA

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ABSTRACT

The Pancasila Student Profile Strengthening Project (P5) is a Merdeka Curriculum strategy designed to strengthen students' character and competencies through project-based learning. This study aims to evaluate the implementation of P5 at Athirah Bukit Baruga Islamic High School using the Countenance Stake Model (antecedents–transactions–outcomes). A mixed methods approach was employed: quantitative data were collected through questionnaires from 115 students, while qualitative data were collected through interviews, observation, and documentation. The questionnaire data were analyzed descriptively and the qualitative data thematically. The results showed that the implementation of P5 was perceived positively, with 81.74% of students rating it effective and 7.83% rating it very effective. In the antecedents component, program planning and readiness were deemed relatively mature, although they still needed to strengthen supporting facilities and facilitator capacity. In the transactions component, implementation proceeded systematically through project stages; the Sustainable Lifestyle theme featured prominently in contextual environmental action, while the Voice of Democracy theme reinforced deliberation practices and respect for differences. In the outcomes component, P5 has an impact on strengthening character and competencies according to the Pancasila Student Profile, especially creativity, mutual cooperation, critical reasoning, and inclusive attitudes. In conclusion, the Pancasila Student Profile (P5) program at the school was relatively effective, but improvements in the quality of facilitation and ecosystem support are needed to ensure the program's benefits are more evenly felt by all students.

Keywords: Pancasila student profile strengthening project; countenance stake model; athirah bukit baruga islamic high school

1. INTRODUCTION

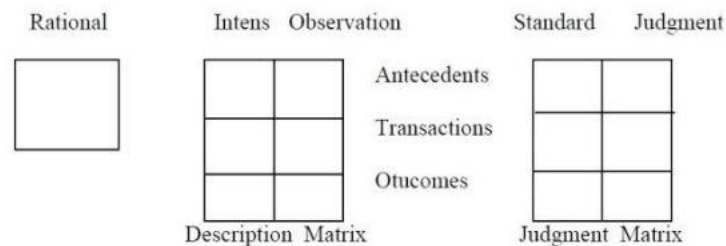
The Pancasila Student Profile (P5) is a strategic initiative within the Independent Curriculum framework aimed at strengthening character education and student competencies. Through P5, the internalization of Pancasila values is not merely normative but translated into learning experiences that foster 21st-century skills. These skills include critical thinking, collaboration, creativity, communication, and social sensitivity, essential tools for facing the complex challenges of life and rapid social change (Ulandari & Rapita, 2023). In this perspective, P5 is not positioned as a mere project activity, but rather as a comprehensive, planned, and systemic learning strategy, because it touches on the dimensions of learning culture and the sustainable formation of student character (Restivalia & Fatimah, 2024).

In its practical implementation, P5 requires the readiness of the school ecosystem so that the program's objectives do not stop at the formalities of implementation. This readiness includes the accuracy of theme selection, the quality of module design, and the facilitator's capacity to guide the project-based learning process (Damayanti & Al Ghozali, 2023). Several studies confirm that the success of P5 is also determined by mapping student profiles, as this mapping allows schools to tailor learning experiences to students' developmental needs, learning readiness, and social context (Sulistiawati et al., 2023; Fitriani et al., 2024). Beyond internal factors, the support of facilities and infrastructure also plays a significant role in determining the smoothness and quality of P5 implementation, especially to ensure that project activities can proceed optimally and inclusively (Hidayatunnisa et al., 2024).

To ensure that the implementation of P5 truly achieves the expected character and competency development targets, a systematic and evidence-based program evaluation is required. Evaluation is needed to assess the alignment between planning and implementation, while also identifying program strengths and areas that still need improvement (Saesaputri et al., 2024). Numerous program evaluation models exist for educational evaluation. Several studies have concluded that there are nine program evaluation models: the Context, Input, Process, and Product Model, better known as the CIPP model; the Discrepancy Evaluation Model pioneered by Malcolm Provus; the Countenance Evaluation Model pioneered by Robert Stake; the Kirkpatrick Evaluation Model; the Brinkenhoff Model; the Measurement Model; the Congruence Model; the Illumination Model; and the Logic Model (Suklani, 2023).

One relevant evaluation approach used in this study is the Countenance Stake Model (CSM). The Countenance Stake Model was proposed by Stake (Stake, 1967a). This Stake Model is similar to the Context, Input, Process, and Product (CIPP) model developed by Stufflebeam. Both models conduct more detailed and comprehensive program evaluations, starting from planning or input, process, and outcome/results or products. However, the Countenance Stake Model has advantages over the CIPP model and other program evaluation models. The advantage of the Countenance Stake Model Evaluation is that the evaluator can expand the components in the evaluation, because the evaluator is in control. The Countenance Stake Model is a unique evaluation model because it has a Stake matrix. This matrix represents the stages of the Countenance Stake Evaluation model. This matrix is called stages, namely the columns that will enter data during the evaluation. There are three main matrices: rational, description, and consideration matrices (Stake, 1967).

Rationale is like the background, namely about the actual conditions that form the background of the program being run. Then there is the Description and Judgment matrix. Each Description and Judgment matrix will be divided into three major stages, namely: (1) Antecedents (2) Transactions (3) Outcomes



Within the Constraint Stake Model, the term rationale refers to the context or foundation that explains how the evaluator understands the reality of the program, particularly as a basis for assessing the suitability of the plan and its implementation. In this model, evaluation is guided by a number of fundamental questions that serve as a reference in examining three main stages: antecedents, transactions, and outcomes. At the antecedents stage (conditions before the program is implemented), the evaluator assesses whether the initial circumstances or situation have the potential to influence the program's design and sustainability. At the transactions stage (program implementation process), the evaluation focuses on what actually happens during the program's execution, including the extent to which implementation is proceeding according to the established plan. Furthermore, at the outcomes stage (results or outputs), the evaluation assesses the consequences of program implementation as seen at the end of the activity, including whether the plan has been implemented as expected and whether there have been any changes in conditions between before and after program implementation (Hasmin et al., 2017).

These three stages are systematically analyzed through two matrix components: the description matrix and the consideration matrix. In the description matrix, the evaluator presents a detailed description of the antecedents, transactions, and outcomes by comparing the program's goals and objectives (intent) with the actual conditions observed in the field (observation). This matrix serves to describe the reality of program implementation in a factual and measurable manner based on the evaluator's findings. Meanwhile, the consideration matrix serves as an evaluative assessment space, where the data and findings obtained are compared with procedural standards or standard criteria formulated based on applicable theories, guidelines, and regulations, so that the evaluator can assess whether the program implementation has complied with established provisions and expectations. Based on this mechanism, Arikunto and Jabar refer to the Countenance Stake evaluation model as a descriptive-consideration model, because the evaluation does not stop at describing program conditions but also continues with a standards-based assessment (Musringudin et al., 2022).

Furthermore, Arikunto and Jabar explain that there are at least two forms of comparison that evaluators can conduct within the Stake model. First, evaluators can compare the conditions or results of program implementation with established standards for that program, which are structured based on the objectives to be achieved. Second, evaluators can compare the

conditions or evaluation results of a program with other similar programs, particularly those on the same subject, to obtain a comparative picture to strengthen the interpretation of evaluation results (Lukum, 2015).

In line with this need, various studies have been conducted in educational institutions to capture the implementation of P5, including in the context of Negeri 1 Sakra, which evaluated the implementation of P5 through the themes "Sustainable Lifestyle" and "Voice of Democracy" (Sani et al., 2025). The study findings generally indicate that the thematic approach in P5 is relevant for increasing student participation, strengthening character, and preparing students to face life's challenges more adaptively (Fitriani et al., 2024). In addition, a number of studies also emphasize the importance of collaboration between school stakeholders, teachers, parents, and the community as a prerequisite for social support that strengthens the success of P5 implementation (Saesaputri et al., 2024).

Based on the results of this study, several recommendations point to the need to improve schools' understanding and capacity regarding P5 through ongoing teacher training (Afriatmei et al., 2023). At the same time, P5 implementation is also deemed necessary to integrate scientific dimensions with local wisdom, so that project-based learning becomes more contextual, encourages independence, and is relevant to students' realities. Furthermore, a clear follow-up strategy is crucial to ensuring that evaluation findings are not merely reports but are truly transformed into program improvements in the next cycle.

Overall, the Pancasila Student Profile (P5), as part of the Independent Curriculum, demonstrates significant potential for strengthening character education in Indonesia. However, the effectiveness of its implementation is largely determined by the comprehensive support of the education ecosystem, including planning, implementation, and consistent evaluation. Through planned and systematic evaluation and increased capacity of teachers and facilitators, P5 has the potential to become an increasingly effective instrument for preparing students to face global challenges while remaining grounded in Pancasila values.

2. METHODS

This research is an evaluation study using Mixed Research Methods. This method combines quantitative and qualitative approaches to provide a more comprehensive understanding of the implementation of the Pancasila Student Profile Strengthening Project (P5) at SMA Islam Athirah Bukit Baruga.

Mixed methods allow researchers to explore various aspects of P5 implementation through quantitative data that provide an overview and key patterns, as well as in-depth qualitative data that describe the experiences, perceptions, and views of students and educators (Muhardika, 2019). In this context, quantitative data can include survey or test results that measure the effectiveness of P5, while qualitative data can be drawn from in-depth interviews, classroom observations, and document analysis.

For quantitative data sampling, the researchers used the Random Proportionate Cluster Sampling technique. Cluster random sampling involves randomizing groups, rather than selecting individual subjects. This is because the population in this study came from several

different classes. To determine the sample size from the population used, the Slovin formula was used:

$$n = \frac{N}{1+Ne^2}$$

Note:

n : Sample Size

N : Population Size

e : Margin of Error (Significant Level 5% or 0.05) (Shahnur Al-Hafri et al., 2025).

While the qualitative data used purposive sampling, participants were intentionally selected based on specific considerations relevant to the research objectives. This technique was deemed appropriate for this study because the focus was not on statistical generalizations, but rather on the depth of information and meaningfulness of the data. Participant selection was based on direct involvement in the program, experience participating in the P5 Program, and the respondents' ability to provide rich and in-depth information regarding the context, process, and results of program implementation.

The research data sources, both quantitative and qualitative, are shown in the following table:

Quantitative Data		Qualitative Data	
Respondent	Total	Participant	Total
Student	115	School Principal	1
		Vice Principal of Curriculum	1
		Project Leader	2
		Teacher	6
		Student	1
		Document	
Total	115	Total	13

Various data collection instruments were used to obtain comprehensive and in-depth information. The instruments used included a combination of quantitative and qualitative instruments, designed to measure various aspects of P5 implementation. These instruments included questionnaires, in-depth interviews, classroom observations, and documentation.

Mixed Methods research requires different approaches to analyzing quantitative and qualitative data. Data analysis techniques in the evaluation of the Pancasila Student Profile Strengthening Project (P5) at Athirah Bukit Baruga Islamic High School were conducted using the following methods: initial data processing using SPSS, descriptive analysis, and inferential analysis. To test hypotheses or identify relationships between variables, researchers used inferential analysis techniques such as t-tests and ANOVA. Meanwhile, qualitative data obtained through in-depth interviews, classroom observations, and document analysis were analyzed using the following techniques: transcription and coding, thematic analysis, and data triangulation.

The three main components evaluated are antecedents, transactions, and outcomes, which can be seen in the following table:

Stage	Focus	Evaluation Indicator	Data Source	Data Collection Method
Antecedence (Initial Condition)	Human Resources Readiness	a. Teacher/facilitator understanding of P5 philosophy and technicalities. b. Availability of the project coordinator team.	a. Teacher/Facilitator b. P5 Team Decree	a. Interview b. Documentation
	Curriculum & Module Planning	a. Theme alignment with the school's vision and mission. b. Project module quality (objectives, flow, and assessment).	a. Project Module Documents b. P5 Coordinator	a. Documentation b. Interview
	Facilities, Infrastructure & Budget	a. Availability of space, tools, and project materials. b. Allocation of BOS funds/other sources for project activities.	a. Vice Principal of Facilities & Infrastructure b. School Treasurer	a. Observation b. Documentation
Transaction (Process)	Students	a. Students' knowledge regarding the program for strengthening the Pancasila student profile (P5). b. Students' readiness to implement P5. c. Constraints in the learning process implementing P5.	a. Students	a. Questionnaire
	Implementation of Project Stages	a. Smoothness of flow (Introduction, Contextualization, Action, Reflection, Follow-up). b. Punctuality of implementation schedule (block or regular).	a. P5 Activity Journal b. Students & Teachers	a. Class Observation b. Documentation Study

	Facilitation & Mentoring Process	a. Quality of teacher mentoring in triggering students' critical reasoning. b. Providing feedback during the project process.	a. Facilitator b. Students	a. Interview b. Questionnaire
	Student Activity & Collaboration	a. Level of students' active participation in groups. b. Students' ability to solve problems during the action.	a. Students b. Peers	a. Observation b. Questionnaire
	Involvement of Partners/ Stakeholders	a. Contribution of parents or outside experts as resource persons. b. Cooperation with communities/Industry (DUDI).	a. School Committee b. External Partners	a. Interview b. Documentation
Outcomes (Results)	Achievement of Pancasila Student Profile Dimensions	a. Increase in scores on dimensions (Creative, Mutual Cooperation, Independent, etc.). b. Changes in student behavior according to Pancasila values.	a. Project Report Card (P5) b. Teachers & Parents	a. Observation b. Interview
	Quality of Product/ Real Action	a. Alignment of the product/solution with the project theme. b. Benefits of project results for the surrounding environment/school.	a. Product/ Prototype b. Exhibition Documentation c. Students' Parents	a. Documentation b. Observation c. Interview
	Long-term Impact	a. Formation of an inclusive and democratic school culture. b. Consistency of Pancasila profile implementation outside project hours.	a. School Environment	a. Observation b. Interview

	Satisfaction & Sustainability	a. Level of student satisfaction with the learning experience. b. School commitment to continue with the next project theme.	a. Students & Teachers b. School Principal	a. Questionnaire b. Interview
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3. RESULTS AND DISCUSSION

A. General Overview of the Effectiveness of P5 Implementation

Based on the results of the student questionnaire (N = 115), the implementation of P5 at SMA Islam Athirah Bukit Baruga was generally perceived positively. Quantitatively, the majority of respondents rated the program as "Effective" (81.74%) and "Very Effective" (7.83%), while the proportion of negative assessments was relatively small, namely "Less Effective" (5.22%), "Ineffective" (3.48%), and "Very Ineffective" (1.74%). This distribution of assessments indicates that the design and implementation of P5 have been well-received by the majority of students and have provided learning experiences that are deemed useful and relevant. At the same time, the presence of a small group of less positive assessments indicates that the quality of the learning experiences created through P5 is not fully equitable, resulting in some students still feeling that the program's benefits are not optimal.

Evaluatively, these findings can be interpreted as demonstrating that the effectiveness of an educational program is not solely determined by the dominance of positive assessments, but also by the consistency of the quality of experiences received by all students. In this context, variation in responses should be considered as crucial information, providing a more in-depth understanding of how the program is experienced by students with varying characteristics, needs, and levels of engagement. This aligns with research findings (Ramadhan, 2025), which emphasize that effective educational program implementation requires student engagement to maximize each individual's benefits. This means that programs that have generally performed well still require strategies to ensure that participation and access to learning experiences reach all students more equitably.

Furthermore, the distribution of responses also confirms that program success cannot be measured solely by "majority satisfaction," but rather by examining whether the program is able to minimize disparities in learning experiences among students. This perspective is crucial in evaluation studies because an effective program should not only achieve results for dominant groups but also ensure that marginalized groups experiencing challenges receive adequate support to achieve program objectives more inclusively. Thus, this finding is consistent with the view (Alfansyur et al., 2021) that program effectiveness should be measured by the school's ability to ensure equitable learning experiences, ensuring that implementation quality is not unequal among students.

B. Antecedence: Program Readiness as the Foundation for P5 Implementation

In the antecedence component, the research document emphasizes that evaluation focuses on planning readiness and the prerequisites that enable the program to run smoothly. This readiness is understood not only as the completeness of administrative tools but also encompasses the readiness of values, orientation, and program direction so that P5 truly becomes meaningful learning and is integrated with the character-building needs of students. From this perspective, antecedence can be understood as the foundation that determines whether P5 implementation has sufficient prerequisites to be systematic, directed, and consistent with its objectives.

The informant's understanding that P5 is positioned as a preventive and curative character development space shows that this program is viewed as a learning mechanism that is not only strengthening (character development), but also responsive to the dynamics that arise during learning interactions. P5 is understood to train discipline, cooperation, and good manners of opinion as part of the social competencies needed by students in the context of school and everyday life (Fahrilyani et al., 2019). Thus, antecedence is not merely "technical readiness," but rather the readiness of the educational ecosystem, namely the readiness of the school as a space of values, rules, and learning practices that support the formation of student character.

These findings reinforce the notion that antecedence serves as an enabling condition for P5. When program objectives are clearly stated, the facilitator's role is implemented as mandated, and the school culture aligns with the values being developed, P5 implementation is more likely to be structured and produce the desired outcomes. In this context, antecedence determines not only whether the program can be implemented but also how well it can be implemented. These findings align with research (Afrilihadi et al., 2025) showing that a supportive school culture can contribute to the effectiveness of character-based programs, as it serves as a context that reinforces the internalization of values through repeated and consistent learning experiences.

C. Transaction: Implementation of Project Learning on the Themes "Sustainable Lifestyle" and "Voice of Democracy"

In the transaction component, the implementation of P5 on the theme "Sustainable Lifestyle" demonstrated a strong project learning character, particularly in the contextualization and action stages. In the contextualization stage, the facilitator encouraged students to directly observe waste issues in the school environment, identify problem areas, types of waste, and patterns of occurrence, and then discuss realistic solutions based on field findings. This implementation pattern demonstrates that learning does not begin with abstract instructions, but rather with realities close to students' lives, encouraging students to build understanding through direct experience.

This process demonstrates that projects are built through a "starting from a real problem" logic, thus fostering critical thinking based on simple data, observations, and practical reasoning. From a project-based learning perspective, this mechanism is crucial because it encourages students not only to identify problems but also to assess their causes, impacts, and possible

alternative solutions within the school context. This aligns with Murwaningtyas et al. (2025), who emphasized the importance of a real-world database and context in fostering critical thinking in project-based learning.

Furthermore, strengthening role allocation from the outset is also an important strategy to prevent group work from being dominated by a handful of students. The P5 coordinator emphasized establishing clear job descriptions, such as documentation, material provision, presentations, and coordination, to ensure contributions are distributed and each student has a meaningful learning space. From an evaluation perspective, this strategy is relevant because transaction quality is measured not only by the successful completion of the product but also by the quality of the collaboration process, the distribution of responsibilities, and equitable student involvement.

Thus, the implementation sequence in the transaction component demonstrates that P5 is not solely oriented toward the "final product," but also emphasizes the quality of the learning process, encompassing observation, discussion, decision-making, role allocation, and collaborative action. This means that project implementation in this theme not only displays output but also emphasizes the learning process that gradually builds new understanding and habits.

The transaction component in the "Voice of Democracy" theme demonstrates a project learning process that emphasizes strengthening deliberative experiences through discussion, argumentation, and deliberation practices. This aligns with research conducted by Saragih, who stated that substantively integrating deliberative values into the curriculum can strengthen the foundation of collective cultural capital, which is essential for the sustainability of healthy deliberative democracy in the education system (Saragih, 2025). In this theme, the process is not solely directed at completing tasks or final products, but rather at creating a learning space that allows students to experience democracy as an ethical, reason-based social process that respects differences.

In the introductory phase, the facilitator sparks students' initial understanding of the meaning of democracy and its relevance to school life. The introductory phase does not stop at conceptual definitions, but is directed toward an awareness that democracy demands responsible communication, listening skills, and a readiness to manage differing views. Research by Firman and Rahayu does not directly support this claim, as their focus was on online learning experiences in the context of the pandemic, not deliberative skills in education (Firman & Rahayu, 2020). Therefore, this reference has been removed. This phase serves as a foundation for students to understand that the "Voice of Democracy" project is not simply a forum for speaking, but rather a learning space for developing democratic arguments and attitudes.

Next, in the contextualization stage, students are guided to connect democratic issues with contexts close to their lives, such as experiences expressing aspirations, the dynamics of decision-making in the classroom/organization, and the phenomenon of differences of opinion in the school environment. From this perspective, Ziegele et al. showed that issues involving social conflict will encourage diversity of opinions in discussions, thereby broadening students' perspectives (Ziegele et al., 2018). The contextualization process demonstrates that democratic learning is built through real social experiences, so that students not only learn "what

democracy is," but also understand "how democracy should be implemented" in everyday interactions.

The action phase of this theme is realized through participatory activities, such as aspiration forums, group discussions, and deliberation practices. This aligns with research by Amrous and Nejmaoui, which states that developing critical thinking skills is important in various social situations. Although their focus was on the context of English language teaching, the implications of critical thinking are still relevant to this situation (Amrous & Nejmaoui, 2017). In these activities, students are trained to express opinions politely, weigh their peers' arguments, and find common ground when differences arise. This experience strengthens democratic character, which is not merely cognitive but also manifested in real behavior during social interactions.

At the same time, the quality of the transaction is also influenced by the teacher's facilitation, particularly in developing students' critical thinking. Research by Lanz et al. highlights the importance of an active pedagogical approach in helping students develop critical thinking, even though their context is more in psychology and higher education (Lanz et al., 2025). Facilitators encourage students to evaluate democratic issues using logical reasoning and data, encouraging students to consider multiple perspectives before drawing conclusions. This process is crucial because a healthy democracy requires information literacy and critical thinking skills to ensure that deliberative decisions are not based on bias or erroneous assumptions.

In terms of feedback, the assessment process is not limited to the end of the activity but is provided throughout the project to help students improve their work methods and the quality of their contributions within the group. Frieß and Eilders demonstrated that constructive feedback during the discussion process can improve the quality of group deliberation (Frieß & Eilders, 2015). This formative feedback serves as a strengthening mechanism for the process by helping students reflect, refine communication strategies, and realign roles and contributions when participation gaps arise.

The reflection stage serves as a space for evaluating the learning experience, where students review how they participated, how they expressed their opinions, and how the group managed differences. Research by Moynihan emphasized that reflection on participation in discussions can help students understand the dynamics of deliberation and foster more equitable participation (Moynihan, 2003). Ultimately, the follow-up stage is aimed at instilling democratic values in classroom culture and school activities, so that project learning does not end as a fleeting experience but leaves a lasting behavioral imprint.

Overall, the transactions on the theme "Voice of Democracy" demonstrate that P5 is implemented as a participatory and character-oriented learning process. However, as with collaborative learning in general, the quality of the process still requires strengthening facilitation to ensure more equitable student participation, better manage group dynamics, and truly create a safe learning environment for all students. Research by Kim adds the perspective that an unsupportive environment in discussions can reduce students' interest in participating, therefore it is important for facilitators to create positive conditions in every interaction (Kim, 2023).

D. Outcomes: Achievements of Pancasila Student Profiles on the Themes "Sustainable Lifestyle" and "Voice of Democracy"

Outcomes on the theme "Sustainable Lifestyle" are prominent in the creative dimension, both in terms of ideas and actions. For the indicator of producing original ideas, achievement is dominated by the categories Developing as Expected (62.8%) and Very Developed (33.54%). Meanwhile, for the indicator of producing original work and actions, achievement is also predominantly high, namely Developing as Expected (59.76%) and Very Developed (36.59%) (Sabina & Kabatiah, 2024). This pattern of achievement indicates that the majority of students are at the expected developmental level, with a significant proportion exceeding this standard.

Qualitative findings clarify that student creativity in projects is not only understood as the uniqueness of the final product, but also as a learning process that includes the courage to propose ideas, the ability to make decisions, the readiness to make revisions, and the persistence to perfect the work when the initial idea does not work optimally. In other words, creativity in P5 is "processual," as it occurs through the stages of trial, evaluation, improvement, and the generation of more appropriate actions. Through this mechanism, environmental-themed projects can be understood as a space for productive creativity reinforcement, encouraging students to transform ideas into concrete, documented actions.

Furthermore, the nature of environmental projects also demands collective work and active participation so that the chosen actions can be implemented consistently. At this point, strengthening creativity does not stand alone but is connected to the ability to collaborate and take responsibility within a group. This aligns with Darmawan & Syahrin's (2024) statement on the importance of active participation in a democratic context, as active participation is also a prerequisite for creating healthy social processes—both in democratic forums and in the implementation of environmental-themed collective actions.

The outcomes component of the "Voices of Democracy" project report card demonstrates strong achievement in the critical reasoning and social justice dimensions. In the element of acquiring and processing information and ideas, the majority of students are in the Very Developing (60.49%) and Developing as Expected (35.8%) categories. This proportion of achievement indicates that students not only participate in democratic activities procedurally but also experience a learning process that fosters the ability to process information and ideas before expressing their views. This aligns with the results of a study by Khoir & A'Yun (2024), which confirmed that experiential learning and open discussions can improve students' critical thinking skills.

In the context of the democracy project, these achievements indicate that the democratic process students learn does not stop at "expressing opinions" but develops into the ability to construct more reasoned arguments and consider information. Thus, the democratic process is understood as learning that simultaneously involves cognitive and social aspects: students learn to express ideas while also learning to understand differences, consider consequences, and maintain ethical standards in discussion spaces.

Furthermore, strong achievements in the critical reasoning and social justice dimensions also reflect that Pancasila values can be operationalized in concrete learning experiences. In this

case, the democracy project is not merely a vehicle for communication training, but also a space for internalizing civic and national values through responsible deliberation and deliberation practices. Therefore, this finding aligns with Azis et al. (2025), who emphasized that the implementation of Pancasila values in education becomes more meaningful when realized in a learning process that demands active involvement and reflection on values.

4. CONCLUSION

The evaluation of P5 at Athirah Bukit Baruga Islamic High School using the Countenance Stake Model indicates that the program is running positively and is relatively effective. In terms of antecedents, the planning is considered thorough: the themes align with the vision and mission, the modules are systematic, and the school emphasizes ecosystem readiness, student mental readiness, and facilitator understanding. Infrastructure is generally adequate, but supporting facilities and facilitator capacity building are still needed. In terms of transactions, implementation proceeds systematically through project stages; the Sustainable Lifestyle theme links environmental issues with concrete actions, while the Voice of Democracy facilitates democratic practices through aspiration and deliberation forums. Student engagement is excellent, but facilitation needs to be strengthened to ensure equal roles and prevent passivity among some students. In terms of outcomes, P5 has an impact on character building: the environmental theme strengthens morals and mutual cooperation, while the democracy theme strengthens global diversity and critical thinking. Thus, P5 goes beyond products but encourages changes in attitudes, mindsets, and habits aligned with Pancasila values.

A. Implications

Evaluation of the P5 program at Athirah Bukit Baruga Islamic High School shows success in achieving most of the program objectives, especially in shaping student character according to the Pancasila Student Profile. However, challenges in implementing and developing certain dimensions, such as critical reasoning, need to be considered to improve program quality in the future.

Theoretically, the results of this study confirm the relevance of the Countenance Stake Model as a comprehensive evaluation approach for project-based character education programs, as it captures the relationship between planning, process, and outcomes holistically. Practically, the success of P5 is largely determined by the balance between initial readiness, the quality of process facilitation, and the consistency of reflection on outcomes; therefore, P5 needs to be positioned as a character-building strategy integrated with school culture, not simply an additional activity.

B. Recommendations

1. Schools need to continue strengthening the P5 support ecosystem by developing facilitator capacity, refining project modules, and providing more representative character learning support resources.
2. Teachers/facilitators need to strengthen their project-based learning facilitation competencies, particularly in the areas of equalizing student roles, managing group dynamics, and consistent formative feedback.

3. Policymakers are advised to strengthen P5 implementation support with contextual flexibility and ongoing support (training and evaluative monitoring).
4. Future researchers are advised to conduct longitudinal studies to assess the sustainability of P5's impact and expand the study to different school contexts

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