

OPTIMIZING BLOCK SYSTEM MANAGEMENT IN THE P5 PPRA PROJECT BASED LEARNING IN ELEMENTARY SCHOOL AND MADRASAH IBTIDAIYAH

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Abstract

The implementation of the Pancasila Student Profile Strengthening Project (P5) continues to face various challenges, particularly in faith-based primary education institutions. This study offers a novel perspective by examining the management of the P5-PPRA program through a block system in elementary schools and Madrasah Ibtidaiyah. This area remains underexplored in empirical research. The study aims to analyze management strategies, the roles of educational stakeholders, and the supporting and inhibiting factors in the implementation of the block-system-based P5-PPRA program. A qualitative multi-case study Design was employed involving two primary education institutions in Palembang City. Data were collected through in-depth interviews with school principals and teachers, as well as structured observations of P5-PPRA implementation, and analyzed using thematic analysis. The findings indicate that the optimization of the P5-PPRA program is influenced by integrated program planning, adaptive school leadership, teacher competence in project-based learning, and flexible time management through the block system. However, limitations in teachers' conceptual understanding, resource readiness, and insufficient policy support remain significant challenges. This study contributes to the existing literature by proposing a conceptual management model for implementing the P5-PPRA program through a block system, which can serve as a reference for policymakers and education practitioners in enhancing the effectiveness of character education in primary schools.

Keywords

Management, Strengthening Project Pancasila Student Profile, Madrasah Ibtidaiyah.



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INTRODUCTION

In the current era of disruption, the Indonesian government has consistently promoted the strengthening of character education through the implementation of the Merdeka Curriculum, one of which is the Pancasila Student Profile Strengthening Project (P5). However, various reports and research findings indicate that the implementation of P5 at the primary education level, including Madrasah Ibtidaiyah, has not yet been fully optimal. In many schools, project-based learning in P5 still faces challenges, including teachers' limited understanding of the Project-Based Learning concept, limited interdisciplinary integration, and constrained time allocation. As a result, P5 is often implemented in a fragmented manner, with a strong focus on final products. It has not yet been able to deeply foster character values such as independence, cooperation, creativity, critical thinking, global diversity, and devotion to God Almighty. The Pancasila student profile strengthening project plays a vital role in efforts to develop students' character along the six dimensions of the Pancasila student profile (Rachman et al. 2024). Therefore, one effort to realize this can be pursued through the Pancasila student profile strengthening project and the Rahmatan Lil'Alamin Student Profile, commonly abbreviated as P5-PPRA (Nevrita and Sujoko 2023).

The six dimensions of the Pancasila student profile reflect lifelong learners shaped by character-based education (Rizki et al. 2022). This differentiates the Merdeka curriculum from previous curricula, in which the 2013 curriculum shaped student character development through character education. In contrast, the Merdeka curriculum is shaped by the Pancasila student profile (Rahmah et al. 2024). Education in Indonesia emphasizes the importance of character development that aligns with Pancasila values. The Pancasila Student Profile, which includes the values of faith, devotion to God Almighty, noble character, global diversity, cooperation, independence, critical thinking, and creativity, is a national education goal expected to be internalized by every student (Haka et al. 2024). To achieve this goal, an innovative approach to learning is needed, one of which is through a structured block system in the project to strengthen the Pancasila Student Profile in Madrasah Ibtidaiyah (Fauziah, Saddhono, and Suryanto 2023).

In implementing the Pancasila student profile strengthening project, there are various systems to choose from, including a block system. The block system is implemented using a specific time system and is separate from other subjects. This is done to strengthen students' understanding through the P5 program, without being distracted by the study load from different subjects. Full student concentration during the implementation of the P5 program using the block system is the

main reason for its use, which is expected to be more optimal than the regular system (Radhaina et al. 2024).

Good management of the Strengthening the Pancasila Student Profile and Rahmatan Lil'Alamin Student Profile (P5-PPRA) project in Madrasah Ibtidaiyah is crucial to ensuring the successful shaping of students with noble morals and competence. Careful planning, involving all stakeholders, structured implementation, and continuous evaluation are the primary keys to managing P5-PPRA (Widana, Sumandya, and Citrawan 2023). With good management, P5-PPRA is not just a project but a meaningful learning process relevant to real life that can optimally develop students' essentials. Through P5-PPRA, students are expected to implement Pancasila values in their daily lives and become high-quality future leaders for the nation (Rusilowati et al., 2024).

The block system in learning focuses on consolidating material and learning activities within a specific timeframe, enabling intensive, integrated deepening of concepts and skills. Optimal management of the block system can provide a more effective space for students to understand and apply Pancasila values in everyday life. The block system also provides opportunities for students to engage in project activities appropriate to real-world contexts, thereby making character strengthening through the Pancasila Student Profile more meaningful and relevant. The implementation of the block system in the project to enhance the Pancasila Student Profile still faces several challenges, including teacher readiness to Design block-based learning, limited resources, and varying levels of understanding and support across schools (Zakso et al. 2021). Therefore, this study focuses on optimizing the management of the block system in the project to strengthen the Pancasila Student Profile in Islamic Elementary Schools. With this approach, it is hoped that effective management and implementation strategies can be identified so that character education goals aligned with Pancasila values can be achieved more optimally (Zein et al. 2023).

Previous research relevant to this study concerns the implementation of the P5-PPRA in Islamic Elementary Schools in general. Aulia's research is similar to this study, namely, both examine the implementation of the Pancasila Student Profile Strengthening Project. Meanwhile, the difference between Aulia's research and this study lies in the focus of the latter. This research focuses on the management of the Pancasila student profile strengthening project through a block system, while Aulia's research focuses on the general implementation of the P5-PPRA (Sari, Zumrotun, and Sofiana 2023). In addition, research relevant to this study explains the implications of the Pancasila student profile strengthening project in the context of sustainable lifestyles. Therefore, the difference

between this study and Dinari's research lies in the consequences of the research, which have implications for the management of the implementation of the Pancasila student profile strengthening project (Widoesmi and Nugraheni 2024).

This research will contribute to understanding the block-based learning model for character education and provide practical recommendations for Islamic elementary schools (Madrasah Ibtidaiyah) to increase the effectiveness of the Pancasila Student Profile strengthening project. The purpose of this research is to analyze and optimize the management of the block system in the Pancasila Student Profile strengthening project in Islamic elementary schools. This research seeks to explore how the block system can be implemented effectively to facilitate the achievement of Pancasila values among students, such as cooperation, diversity, and responsibility. Through management optimization, this research also aims to identify potential obstacles to implementing the block system and to offer solutions to increase its effectiveness. Thus, this research is expected to make a significant contribution to the development of learning strategies that foster students' character in accordance with Pancasila values in the context of elementary education.

METHOD

This study uses a qualitative research approach with the Multistus research method. Qualitative research was chosen to describe in depth the management of the Pancasila student profile-strengthening program through a block system. The Multistus research method was selected to analyze in depth the research objectives in several Islamic Elementary Schools that have implemented and will implement the block system in the P5-PPRA program. Data collection techniques in this study included in-depth interviews and structured observations. The informants in this study included the Principal, the Deputy Curriculum, and teachers. Meanwhile, the data analysis used in this study was thematic analysis, with the following stages: data processing, data coding, theme determination, and conclusion drawing. Thematic data analysis techniques were chosen because they are more tactical and practical as a reference and stage of data analysis obtained in the field.

Table 1. Research Informants

Informant's Initials	Position	Agency
MB	Headmaster	MI Azizan
O	Deputy Head of Curriculum	MI Azizan

EX	Classroom teacher	MI Azizan
T	Headmaster	Elementary School 149 Palembang
H	Deputy Head of Curriculum	Elementary School 149 Palembang
FR	Classroom teacher	Elementary School 149 Palembang

This research was conducted at two elementary schools in Palembang City: SD 149 Palembang and MI Azizan. The reason for choosing the research location is that the schools have implemented a block system for the P5-PPRA program. Meanwhile, the validity of the data was strengthened through thorough analysis, and the data presented is consistent with the real conditions in the field. Source triangulation involves reviewing data from multiple sources, while technical triangulation involves comparing research results from different data collection techniques. This research was conducted in the odd semester of the 2024-2025 academic year.

FINDINGS AND DISCUSSION

Findings

The implementation of the Pancasila Student Profile Strengthening Project is flexible, meaning it can adapt to the characteristics, conditions, and needs of the school (Benawa and Sihombing 2023). Therefore, it is vital to manage the implementation of the P5-PPRA program effectively and appropriately, so that it has positive implications for students in line with the program's initial objectives (Wardani et al. 2023). Based on research conducted at MI Azizan and SD 149 Palembang, schools have made various efforts to optimize the management of the P5-PPRA program through a block system. These efforts include:

Table 1. Block System–Based Management of P5-PPRA

No.	Core Findings	Brief Description
1	Collaborative Planning	The implementation of P5-PPRA begins with collaborative planning involving schools, parents, and relevant stakeholders to align student needs and characteristics.
2	Structured Block System Implementation	The block system is implemented for two whole weeks at the end of the semester, allowing students to focus entirely on project activities without interference from other subjects.
3	Contextual Project-Based Learning	P5-PPRA projects are contextual and based on local wisdom, such as entrepreneurship projects, which foster students' independence, creativity, and collaboration.
4	Central Role of Teachers and School Leaders	Teachers act as learning facilitators, while principals play a key role in resource management, internal policy support, and program evaluation.

5	Optimization Strategies	Optimization is achieved by improving teacher competencies, utilizing teacher learning communities, strengthening facilities, adopting flexible time management, and collaborating with parents and the community.
6	Implementation Challenges	Significant challenges include teachers' limited understanding of Project-Based Learning, inadequate facilities, time management issues, weak interdisciplinary collaboration, and difficulties in project evaluation.

Table 1 shows that the optimization of the management of the Pancasila Student Profile Strengthening Project (P5-PPRA) through the block system is influenced by careful planning and the implementation of structured project-based learning. The study's findings reveal that collaborative planning among schools, parents, and external stakeholders is an essential foundation for aligning program goals with students' needs and characteristics. The implementation of the block system for two whole weeks at the end of the semester allows students to focus intensively on project activities without being distracted by other subjects. This pattern encourages more in-depth, contextual, and meaningful learning, especially by strengthening the values of independence, creativity, and cooperation through projects based on local wisdom.

In addition to the planning and implementation aspects, the findings also affirm the strategic role of teachers and principals in ensuring the effectiveness of the P5-PPRA program. Teachers act as facilitators who accompany the project learning process, while school principals function as policy directors, resource managers, and supervisors of program implementation. The optimization of the block system is strengthened through various strategies, including improving teacher competence, utilizing learning communities, maintaining infrastructure, and collaborating with parents and the community. However, this study also identified several obstacles, including limitations in teachers' Project-Based Learning instruction, time management, limited facilities, and challenges in project evaluation. These findings confirm that the success of the block-system-based P5-PPRA requires strong managerial support and sustainable policies to achieve the goal of strengthening students' character.

Table 2. Comparison of the Implementation of the Block-System-Based P5-PPRA at MI Azizan and SD 149 Palembang

Aspect	MI Azizan (Islamic Elementary School)	SD 149 Palembang (Public Elementary School)
Planning Process	Planning is conducted through coordination meetings involving teachers, parents, and the local Office of the Ministry of Religious Affairs to identify student needs and program objectives.	Planning is primarily conducted internally by the school, led by teachers and supported by the principal, to align P5 objectives with the school curriculum.

Aspect	MI Azizan (Islamic Elementary School)	SD 149 Palembang (Public Elementary School)
Block System Duration	Implemented for two whole weeks at the end of the semester, focusing exclusively on P5-PPRA activities.	Implemented for two whole weeks at the end of the semester, allowing students to concentrate fully on project implementation.
Project Theme and Context	Emphasizes local wisdom and entrepreneurship, such as the production and sale of traditional Palembang-processed fish products.	Focuses on thematic projects that develop critical thinking, collaboration, and global diversity competencies.
Teacher's Role	Teachers act as facilitators and mentors, guiding students from theoretical understanding to project execution.	Teachers integrate interdisciplinary approaches and provide intensive guidance during the block system.
School Leadership Support	The vice principal for curriculum supports integration with the Independent Curriculum and coordinates cross-subject alignment.	The principal plays a central role in aligning the school vision with P5 objectives, managing resources, and conducting monitoring and evaluation.
Main Challenges	Time management, limited facilities, and difficulties in interdisciplinary collaboration.	Limited teacher understanding of Project-Based Learning and challenges in coordinating across subjects.

Table 2 compares the implementation of the block-based Pancasila Student Profile Strengthening Project (P5-PPRA) at MI Azizan and SD 149 Palembang and shows both similarities in implementation patterns and differences in management strategies. Both schools implemented a block system for a full two weeks at the end of the semester, so that students could focus optimally on the project without interruption from regular subjects. However, planning at MI Azizan tends to be more collaborative, involving the Ministry of Religion at the city level, parents, and internal school parties. At the same time, SD 149 Palembang emphasizes internal coordination among teachers during the planning stage. This difference reflects the variation in institutional approaches that are tailored to the characteristics and policies of each educational unit.

Differences are also evident in the type of project and in the management of the roles of school actors. MI Azizan develops entrepreneurship projects based on local wisdom, such as the processing and marketing of regional culinary products, which emphasize strengthening students' independence and creativity. Meanwhile, SD 149 Palembang emphasizes cross-subject thematic projects to develop critical thinking and collaboration skills. In terms of leadership, principals in both institutions play an essential role in supporting internal policies and resource management. However, MI Azizan faces significant obstacles in teacher readiness and project documentation, while SD 149 Palembang faces more challenges in cross-teacher collaboration and time management. These findings suggest that although the block system can be applied uniformly, its effectiveness

depends heavily on the institutional context and the management strategies implemented by each school.

Discussion

Planning and implementation of block systems

Based on research conducted at MI Azizan and SD 149 Palembang, one of the critical steps in determining the success of the P5-PPRA program is the planning stage. This was explained by Mr. EX, a 4th-grade teacher who manages the P5-PPRA program in grade 4 at MI Azizan, who emphasized that the planning carried out at MI Azizan to optimize the program is very important. Planning can begin with a preparatory meeting to implement the P5-PPRA program, which involves various parties to identify students' needs and characteristics. The parties involved include the city Ministry of Religious Affairs through the research and development center, representatives of students' parents, and internal school parties. Aligning perceptions among the school, students' parents, and the city's Ministry of Religious Affairs is essential to identify students and to strengthen the values of the Pancasila Student Profile as a means of developing students' character.

Mr. FR, a 4th-grade teacher at SD 149 Palembang, also explained that the block system in the P5 program differs from the daily or monthly systems. The block system uses two full weeks at the end of the semester for students to focus on implementing the P5 project without being disturbed by other lessons. Students will understand the theory, Design the project, and implement the final project within 2 weeks, so that students can really explore the project they created and gain a deeper understanding. This differs from the daily system, where the P5 program is included in the lesson schedule alongside other lessons taught every week, and from the monthly system, which gives students several days to complete the P5 project. A similar point was also made by Mr. EX, a class teacher at MI Azizan, who explained that his students worked on a project to make and sell processed fish food typical of Palembang, with the big theme of Entrepreneurship. Students are initially taught theoretically about the benefits of fish, the richness of Palembang's culinary culture, the benefits of entrepreneurship, and so on. Then, students plan the capital and profits to be obtained from sales, and finally, they hold a *market day* at school. Therefore, the block system is expected to foster a deep understanding of students because it is not disrupted by other subjects and, for 2 weeks, it focuses solely on implementing projects in the P5-PPRA program (Taneo and Madu 2023).

Based on the results of an interview with Mr. FR, a 4th-grade teacher at SD 149 Palembang, he explained that effective planning and implementation of the Pancasila Student Profile

Strengthening Project (P5) program with a block system are vital to achieving educational goals. This program aims to shape students who have Pancasila character, critical thinking skills, and global diversity skills. The block system, which focuses learning on a specific theme within a structured time frame, requires careful planning to ensure project objectives are achieved and expected competencies are developed. Through proper planning, time and resource efficiency can be ensured, so that learning is not hampered by obstacles such as a lack of tools or insufficient time. In addition, according to Mrs. O, the vice principal for curriculum at MI Azizan, good planning allows the integration of the P5-PPRA theme with other subjects, in line with the principles of the Independent Curriculum, so that learning becomes more holistic. In its implementation, the block system encourages active student involvement, which can foster collaboration, communication, and independence. A structured implementation also helps teachers anticipate potential obstacles and design appropriate interventions. Ultimately, thorough planning provides the basis for evaluating the program's success and conducting further development. Without structured planning and implementation, the P5-PPRA program risks being ineffective and failing to achieve its primary goal of developing a generation of students with a superior Pancasila profile (Benawa, Lake, and Siregar 2023).

The Role of Teachers and School Leadership in Optimizing the Block System

Teachers play a crucial role in optimizing the management of the Pancasila student profile strengthening project using a block system. Optimizing the block system in the Pancasila Student Profile Strengthening Project (P5-PPRA) is inseparable from the critical role of teachers as learning facilitators. According to Mr. H, the vice principal for curriculum at SD 149 Palembang, teachers have a responsibility to integrate an interdisciplinary approach that supports the development of student competencies according to the project theme. In the block system, teachers help students explore topics in depth, hone critical thinking skills, and practice collaboration and innovation. Intensive mentoring by teachers ensures that each student understands the values of Pancasila applied in everyday life through thematic projects, while gaining meaningful learning experiences.

On the other hand, school leadership plays a strategic role as a director and primary supporter in the successful implementation of the block system (Adi, Sulastri, and Nellitawati 2024). Based on Mr. T's explanation as the Principal of SD 149 Palembang, he stated that the principal's duties in the P5 program include aligning the school's vision with the P5 objectives, managing resources such as time, facilitators, and support staff, and conducting continuous monitoring and

evaluation. Through good management, the principal ensures that the project not only runs according to plan but also has a positive impact on the formation of student character. In addition, the principal supports the development of teacher competencies by facilitating relevant training, such as implementing project-based learning (PBL), so that teachers can carry out their roles more effectively (Haryati et al. 2024).

Collaboration between teachers and principals is key to building a school culture that supports the implementation of the block system in P5-PPRA. Together, they Design a curriculum that is contextual and relevant to students' needs, particularly by highlighting local themes that strengthen national identity. Principals play a role in creating a conducive environment, while teachers lead the learning process with a creative, participatory approach. This synergy not only strengthens the instillation of Pancasila values in students but also increases the effectiveness of learning and creates a young generation with character and prepared to face future challenges (Noptario, 2024).

Block System Management Optimization Strategy

Based on the research, several points must be considered to optimize the management of the block system in the Pancasila Student Profile Strengthening Project (P5-PPRA). Improving teacher competency is a crucial first step. Teachers need ongoing training focused on project-based learning, the block system, and internalizing the values of the Pancasila Student Profile. Furthermore, learning communities such as Teacher Working Groups (KKG) can be optimized to share good practices, experiences, and solutions to various implementation challenges. With this increased capacity, teachers can Design and manage projects effectively, ensuring that Pancasila values are more integrated into every activity (Tatto, 2023).

Furthermore, based on observations, strengthening infrastructure and good time management are also key to optimizing the block system. Providing supporting facilities such as project workspaces, interactive learning media, and other tools is essential to facilitate project implementation. Furthermore, integrating the P5-PPRA theme with other subjects can help reduce overlapping time and create a more holistic learning experience. Developing a flexible, locally relevant schedule is also crucial to ensure that project implementation not only runs smoothly but also meets the needs and characteristics of students (Aithal and Aithal 2023).

Collaboration with various parties also needs to be strengthened to support the success of P5-PPRA. Parents should be educated about the benefits of the block system and the values of P5-

PPRA so they can provide full support. Furthermore, involving the community, businesses, and local agencies can enrich students' experiences, whether through the contribution of ideas, mentoring, or facilities. To ensure the sustainability and quality of implementation, project-based evaluations that include the achievement of Pancasila values need to be developed. Digital documentation of activities also facilitates the reporting and analysis of results, enabling the process of strengthening students' character through P5-PPRA to be monitored and continuously improved (Subiyantoro, Fahrudin, and Amirulloh 2023).

Obstacles in Block System Management

The management of the block system in the Pancasila Student Profile Strengthening Project (P5-PPRA) in Islamic Elementary Schools faces various obstacles that hinder its effective implementation. One of the main challenges is limited resources, including teacher competency, supporting facilities, and time allocation. Not all teachers understand the concept of project-based learning or the values of the Pancasila Student Profile, so implementation is often suboptimal. Furthermore, limited facilities, such as adequate classroom space or project support tools, can hinder creativity and smooth activity flow. Curriculum constraints also pose challenges, particularly in integrating P5-PPRA with regular learning, as well as the lack of a standardized assessment system to measure the success of the Pancasila-based project (Pratama and Febriani 2024).

Furthermore, according to Mrs. O, the vice principal of curriculum at MI Azizan, the obstacles to the P5-PPRA program are time management and collaboration. The block system requires schedule adjustments that often clash with regular school activities, making optimal project implementation impossible. Furthermore, cooperation between teachers or across subjects remains limited, preventing the expected interdisciplinary approach from being realized. Resistance to change is also a problem, both from teachers, students, and parents, who are still accustomed to conventional learning patterns. Furthermore, challenges in adapting project themes to the local context, as well as difficulties in the evaluation process and in documenting activities, make the block system complex to manage. Therefore, a comprehensive strategy is needed, including training, comprehensive guidelines, and strengthening cooperation among schools, the government, and the community to overcome these obstacles.

Policy Recommendations for the Implementation of the Block System in Elementary Madrasahs

To optimize the implementation of the block system in the Pancasila Student Profile Strengthening Project (P5-PPRA) in Elementary Schools and Islamic Elementary Schools, supportive

policies are needed for curriculum, teacher training, time management, and implementation evaluation. The block system requires structured planning to ensure the integration of Pancasila values in every thematic project activity. Therefore, policies focused on curriculum harmonization must be prioritized. The government and education offices need to develop standardized yet flexible block system guidelines, so that various schools can adapt them to local contexts and student needs (Sonya 2024).

Strengthening teacher capacity through training and mentoring programs should be a top priority. Teachers need to be equipped with a deep understanding of the project-based learning (PBL) approach and how to effectively implement the block system (Bland et al. 2023). Policies that support continuous professional development for teachers, such as thematic workshops, practice-based training, and teacher learning communities, will help them Design relevant and meaningful learning activities. This support will produce teachers who are not only pedagogically competent but also creative in implementing projects that can internalize Pancasila values in students (Pamuji and Rahmawati 2024).

Time management is a crucial element in the implementation of block system policies. Schools need guidance on flexible scheduling, allowing each project theme sufficient time for in-depth study, activity implementation, and reflection (Desabayla and Digo 2024). This policy should include reducing the schedule of certain subjects during specific system implementations, allowing students to focus more on project activities. Furthermore, local governments can provide schools with the flexibility to determine the implementation period for the block system according to local needs, for example, based on the cultural calendar or local traditions (Chen et al. 2023).

Finally, a holistic evaluation policy needs to be put in place to ensure the effective implementation of the block system. Evaluation should not only focus on the final results of student projects but also on the learning process, student engagement, and the reinforcement of Pancasila values (Supramono and Hidayati 2023). The government needs to develop evaluation indicators that encompass academic, character, and socio-emotional aspects. Furthermore, principals and teachers need support in conducting data-driven evaluations that can serve as a basis for continuous improvement. With a comprehensive policy, the implementation of the block system in elementary schools and Islamic elementary schools can optimally support the achievement of the P5-PPRA objectives.

CONCLUSION

Optimizing the implementation of the Pancasila Student Profile Strengthening Project must always be pursued to have a positive impact on students' character development in accordance with the six dimensions of the Pancasila student profile. This study identified several actions schools/maappliedas can take to optimize the implementation of the Pancasila Student Profile Strengthening Project. Planning is one of the most essential stages in implementing the P5-PPRA program. Using a block—thorough planning and thorough holistic implementation — will lead to the toticoncept. In addition, the roles of teachers and leadership greatly influence the success of the P5-PPRA program using a block system, as these two entities are interconnected. Optimization strategies that can be implemented to improve the P5-PPR program's block system include improving teacher competency, strengthening infrastructure and time management, integrating P5-PPRA themes with other subjects, preparing flexible and relevant schedules, and collaborating with various parties. The obstacles to implementing the P5-PPRA program using a block system include limited resources, including teacher competency, supporting facilities, collaboration, and time allocation. Therefore, a well-thought-out strategy is needed, including training, comprehensive guidelines, and strengthened cooperation between schools, the government, and the community to address these obstacles. Supportive policies, including curriculum, teacher training, time management, and implementation evaluation, are needed to address these obstacles, ensuring optimal implementation of the P5-PPRA program and generating positive impacts.

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