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Developing Early Childhood Skills Through Project-Based Learning: A Study on the Implementation of the Merdeka Curriculum in Semarang

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Abstract

This study is intended to assess the preparedness of PIAUD teachers in Semarang to implement the Merdeka Curriculum and embrace project-based learning (PBL) in early childhood education. The primary objective is to evaluate teachers' readiness to adopt the new curriculum, identify existing challenges, and examine the influence of PBL on student engagement and critical thinking. The research follows a qualitative descriptive approach, gathering data through semi-structured interviews, classroom observations, and document analysis involving 15 PIAUD teachers across five schools. Findings indicate that most teachers are moderately prepared to embrace the new curriculum, hampered by obstacles such as inadequate training, resource shortages, and resistance hindering effective PBL implementation. Despite these obstacles, teachers who effectively implemented PBL demonstrated increased student engagement and motivation. The study suggests targeted professional development and improved resource allocation are essential for the successful implementation of the Merdeka Curriculum and PBL. The study offers valuable insights for policymakers and educational administrators to support teachers in integrating innovative student-centered teaching practices into their instruction.

Keywords: *PIAUD, Merdeka Curriculum, Project-Based Learning, Teacher Readiness, Early Childhood Education.*

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INTRODUCTION

In line with global trends in education, the landscape of early childhood education (ECE) provision in Indonesia has undergone significant transformations in recent years, notably with the introduction of the Merdeka Curriculum in 2022. This shift marks a departure from traditional, teacher-centered approaches towards fostering student autonomy, critical thinking, and creativity. Emphasizing the development of problem-solving, teamwork, and lifelong learning skills from an early age is deemed essential for future success. Early childhood education (ECE) plays a crucial role in shaping cognitive, social, and emotional development, laying the foundation for children's future endeavors (Suyadi, 2021). The adoption of the Merdeka Curriculum in Pendidikan Islam Anak Usia Dini (PIAUD) aims to create a more dynamic, flexible, and child-centered learning environment.

However, challenges persist in implementing the Merdeka Curriculum in Indonesian PIAUD institutions, primarily linked to educators' reluctance to depart from traditional teaching methods that prioritize rote memorization and passivity in learning (Mulyasa, 2021). Overcoming these challenges necessitates a paradigm shift in pedagogical approaches, underscored by a commitment to continuous professional development and educator support. Educators are tasked with navigating the new curriculum, with an emphasis on effectively guiding students through Problem-Based Learning (PBL), a key instructional method within this updated educational framework (Supriyanto & Mulyadi, 2022a).

Studies examining teacher preparedness and the integration of the Merdeka Curriculum have identified four primary obstacles impeding successful implementation in PIAUD. For instance, as highlighted in a study by Triharyanto (2020), the Merdeka Curriculum offers notable benefits in fostering independent and active learning; however, educators face challenges in facilitating project-based learning effectively due to a lack of pedagogical expertise. Additionally, ambiguous guidelines and insufficient teacher training pose barriers to incorporating innovative teaching methodologies in early childhood settings. Moreover, resistance to change among teachers and a dearth of appropriate teaching materials have also been cited as significant hindrances to the adoption of the Merdeka Curriculum (Yusuf & Irianto, 2023b).

Project-based learning represents a fundamental component of the Merdeka Curriculum. This approach integrates hands-on activities, problem-solving, and collaborative learning, all essential for cultivating creativity and critical thinking skills from an early age. While project-based learning methodologies are commonly utilized in primary and secondary education, their application in PIAUD remains understudied. In reality, there is a scarcity of research on the effectiveness of project-based learning in early childhood education programs, with only a limited number of studies focusing on its impact on the cognitive and social development of young learners (Tarnopolsky, 2019b; Triharyanto, 2020).

Asmani & Fitria (2022) conducted research indicating that Project-Based Learning (PBL) in early childhood education has the potential to enhance cognitive, social, and emotional development. Children engage in collaborative learning, manage conflicts, and notably, demonstrate a strong sense of ownership in their educational journey. These competencies align well with the goals of PIAUD, which emphasize holistic student growth rather than just academic achievement. Furthermore, PBL fosters high-quality learning by enabling children to

work on meaningful and applicable projects. This synergy aligns with the student-centered approach advocated by the Merdeka Curriculum, emphasizing a good match.

However, implementing PBL in PIAUD poses challenges for teachers in terms of adapting their teaching methods and content organization. Educators must cultivate an environment that encourages exploration, inquiry, and creativity, a shift that can be demanding for those accustomed to more traditional teaching styles. Rahayu (2023) adds that teachers' successful adoption of PBL relies heavily on their classroom management abilities, available resources, and providing appropriate scaffolding for children's learning through guided inquiry. Therefore, adequate teacher preparation plays a vital role in the effective implementation of PBL in early childhood education settings.

This study aims to evaluate the readiness of PIAUD teachers in Semarang for integrating the Merdeka Curriculum through project-based learning. Its outcomes will shed light on the challenges faced by teachers, the support mechanisms available to them, and their perspectives on PBL. The insights gained from this research will enhance our understanding of implementing PBL in Indonesian early childhood classrooms and explore how project-based learning can cultivate essential skills such as critical thinking, problem-solving, and collaboration, crucial in today's educational landscape.

The study focuses on the implementation of the Merdeka Curriculum and project-based learning (PBL) in Pendidikan Islam Anak Usia Dini (PIAUD) in Semarang. This is achieved through a comparative analysis with PIAUD programs from different regions previously examined. Semarang's educational landscape stands out due to its unique characteristics, such as varying levels of innovation in teaching methodologies and resources available to educators. The research in Semarang is particularly pertinent as it explores the recent efforts to integrate the Merdeka Curriculum and local educational policies with community involvement. The study of PIAUD in Semarang is of increasing importance, aligning with the nationwide trend towards the modernization of early childhood education.

Prior to the research conducted, preliminary observations and informal interviews with local teachers indicated notable obstacles to teacher readiness in implementing the Merdeka Curriculum. Specifically, teachers expressed a lack of confidence in facilitating student-centered methodologies due to inadequate support and resources in their training for effectively executing project-based learning (PBL). These challenges were particularly evident in Semarang, where teachers voiced apprehensions about adapting to the new curriculum without adequate support structures. These emerging issues underscore the critical need for this research, highlighting the urgent requirement for effective interventions and support systems to enhance teacher preparedness and curriculum implementation in PIAUD environments.

In this study, the investigation focuses on the integration of Problem-Based Learning (PBL) within the Merdeka Curriculum for Early Childhood Islamic Education (PIAUD). While considerable knowledge exists regarding the utilization of PBL in primary and secondary education settings, there remains a scarcity of research concerning its application in early childhood education (ECE). Notably, a study by Asmani & Fitria (2022) suggests that PBL's advancement can foster the cognitive and social growth of young children. Nevertheless, the effective incorporation of PBL in the Program studi Pendidikan Islam Anak Usia Dini (PIAUD) has faced challenges primarily due to limited resources and inadequate training. Therefore, this study aims to address a significant gap in the literature focusing on the obstacles and potentials associated with PBL, along with the implementation of the new curriculum. This research holds

4 | Developing Early Childhood Skills Through Project-Based Learning: A Study on the Implementation of the Merdeka Curriculum in Semarang

critical importance as educators need to promptly prepare for a new curriculum centered on project-based learning (PBL), which strives to empower children by enriching their problem-solving and critical thinking skills. The anticipated outcome of this study is to offer insights to policymakers, curriculum developers, and educators to devise strategies for the effective execution of the Merdeka Curriculum and to nurture forthcoming generations of learners capable of excelling in **the demands of the 21st century**.

METHODS

Research Design

A **qualitative descriptive research** approach was chosen **to examine the viewpoints of** PIAUD teachers regarding their experiences and practices concerning the adoption and execution of the Merdeka Curriculum and project-based learning at their educational institutions. According to Creswell (2018), qualitative research is particularly valuable for investigating intricate social issues within the natural context of the phenomenon under examination. Given the focus on teachers' perspectives, a qualitative methodology allows data to be gathered in a detailed narrative form through interviews, observations, and documentary analysis. The study is structured within the **Case Study Design, which is suitable for** conducting an **in-depth analysis of** a specific case **within a particular context** (Yin, 2018).

Sampling and Participants

The study includes 15 teachers from five KB-RA-TK schools in Semarang were selected as informants for this research project. Purposive sampling was employed to choose these schools based on specific criteria. The selected schools encompass a wide spectrum ranging from those that are more progressive in adopting the Merdeka Curriculum and have extensive experience with Project Based Learning (PBL) implementation, to those that have yet to fully embrace these initiatives. By including schools with diverse profiles, the research aims to highlight variations in teacher readiness and curriculum implementation, shedding light on the challenges and opportunities encountered by different types of schools. According to Patton (2015), purposeful sampling assists researchers in identifying participants likely to provide insightful responses to the research inquiries. The sample comprises both seasoned and newly trained teachers to address variations in readiness and attitudes toward the curriculum and teaching.

Methods of Data Collection

The collection of data involved the utilization of three primary methods: **semi-structured interviews, classroom observations, and document analysis**. These methods were **carefully selected** for their effectiveness in gaining insights into teachers' preparedness and obstacles encountered **in the implementation of** the Merdeka Curriculum **and Project-Based Learning** (PBL).

Semi-Structured Interviews

Semi-structured interviews were conducted with all 15 teachers to gather in-depth information regarding **their experiences, perspectives, and challenges** encountered while teaching the Merdeka Curriculum and implementing Project-Based Learning (PBL). The

interview protocol was designed to explore several key aspects of the teachers' practices and perceptions. These included their prior training and professional development, their familiarity with the Merdeka Curriculum, and the extent to which they have integrated PBL into their classroom routines. Additionally, the interviews sought to understand the perceived benefits of PBL, as well as the specific obstacles faced by teachers in utilizing PBL within **early childhood education** settings. **By focusing on** these areas, the interviews aimed **to provide a comprehensive understanding of the factors that** influence the successful adoption of both the curriculum and PBL.

Classroom Observations

Observations in the classroom were employed to examine how teachers integrated project-based learning into their instructional practices. Researchers used an observation tool to note specific categories related to teaching, including the types of projects selected, student engagement, the teacher's facilitation role, and the utilization of resources and materials. Each teacher was observed during three classroom sessions to gain valuable real-time insights into the implementation of PBL.

Document Analysis

Document analysis was conducted on the lesson plans, curriculum guidelines, and instructional materials used by the teachers. This approach allowed for a scrutiny of the planned curriculum and its translation into classroom practice. Document review served as a vital method for triangulating data from interviews and observations, thereby ensuring that conclusions were drawn from multiple sources.

Research Procedures

The research procedures followed an iterative approach **to ensure a** systematic process **for data collection** and **analysis**. The academic tone **and** English language were maintained throughout the study without any additional input beyond the rewritten text.

Preliminary Work

Permission was granted by the school and educators to participate in the research study. Ethical clearance was acquired to ensure adherence to **ethical standards, including obtaining informed consent and maintaining confidentiality** (Silverman, 2016).

Data Collection

Interviews were conducted at a convenient and quiet location, with each session lasting approximately 45-60 minutes. Classroom observations were carried out discreetly to minimize any impact on teacher behavior, and document analysis involved reviewing lesson plans and project descriptions provided by the teachers.

Analysis

Thematic analysis, as outlined by Braun & Clarke (2019), was applied to analyze the interview transcripts and observational notes. The process involves the following key stages:

1. Immersing oneself in the data; reviewing and re-reading to enhance comprehension.

6 | Developing Early Childhood Skills Through Project-Based Learning: A Study on the Implementation of the Merdeka Curriculum in Semarang

2. Creating initial codes; systematically categorizing data segments into meaningful units based on common features or patterns.
3. Identifying themes; consolidating initial codes into broader categories that capture significant patterns.
4. Reviewing themes; refining and adjusting to ensure accurate reflection of the data.
5. Defining and naming themes; clarifying each theme's significance in relation to the research question.
6. Documenting the analysis; organizing results into a coherent narrative supported by data excerpts.

This methodology, known as thematic analysis, aims to detect and present patterns or themes within the data, unlike descriptive analysis which merely portrays the data. The process of identification in this study refers to grouping data based on shared features or patterns that address research queries, particularly focusing on the implementation of the Merdeka Curriculum and Project-Based Learning (PBL). To streamline data organization and systematic analysis, the research team utilized NVivo software for coding responses. Document analysis extracted information relevant to curriculum implementation and PBL activities, aligning with insights derived from teachers' feedback and classroom observations.

Testing Methods

To enhance the reliability and validity of the findings, triangulation was employed to cross-verify information obtained from various sources such as interviews, observations, and documents. Triangulation, as described by Patton (2015), enhances the credibility of qualitative research by comparing data collected from multiple sources. Moreover, participants engaged in a member check, where teachers reviewed the findings and interpretations to validate the accuracy of their experiences.

Data Acquisition

Data collection commenced in November 2025, with initial interviews spanning four weeks. Classroom observations were conducted in December 2025 and January 2026, alongside an intrinsic analysis of planning documentation. All data collection adhered to ethical standards, with transcription and analysis extending over subsequent months, leading to the completion of the final analysis by February 2026.

RESULTS AND DISCUSSION

The study identified several factors hindering teachers from being adequately prepared. A significant number of teachers highlighted the lack of professional development in comprehending and applying the core principles of the curriculum. One teacher noted the training sessions were overly theoretical, lacking sufficient practical tools and real-life examples for classroom implementation (Baehaqi, 2026). These findings align with prior research, underscoring the importance of ongoing coaching and support for curriculum implementation (Haryanto et al., 2021; Utami, 2022). Although teachers exhibited understanding of Project-Based Learning (PBL), many lacked the practical experience and resources to translate their knowledge into action. Another teacher expressed, "I grasp the

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concept of PBL, but struggle with structuring activities and managing the class" (Habibah, 2026). This echoes the challenges outlined by Triharyanto (2020), advocating for comprehensive training to enable teachers to effectively implement PBL in early childhood education programs.

Teacher Preparedness and Challenges

Based on the semi-structured interviews conducted with the 15 PIAUD teachers, several key findings emerged regarding their preparedness to implement the Merdeka Curriculum and Project-Based Learning (PBL). A significant number of teachers expressed that they were somewhat familiar with the Merdeka Curriculum but felt they lacked the necessary training to fully implement it. Specifically, 70% of the teachers reported having participated in training sessions; however, many noted that these sessions were predominantly theoretical and lacked practical strategies for applying the curriculum in the classroom. One teacher stated, *"The training focused a lot on the theory of the curriculum, but it didn't provide the practical tools or examples for applying PBL in real-life situations."* (Habibah, 2026).

Moreover, while some teachers felt confident in adopting PBL after receiving basic training, they identified significant barriers such as a shortage of teaching materials, insufficient time for lesson planning, and a lack of resources to support PBL effectively. Half of the teachers mentioned that the lack of sufficient resources, including classroom materials and technology, severely hindered their ability to engage students in meaningful project-based activities. One teacher noted, *"We are required to implement PBL, but we lack the materials. The resources available are insufficient to create projects that truly engage students."* (Habibah, 2026).

Impact of Project-Based Learning on Student Engagement

The impact of PBL on student engagement and critical thinking was another significant theme that emerged from the interviews. Most teachers observed positive changes in their students' participation and enthusiasm for learning when PBL was implemented. Approximately 60% of the teachers reported that students were more engaged in lessons, particularly in collaborative activities where they worked together to solve problems. One teacher shared, *"I've seen a big change in how students participate in class. They are excited about working in groups and solving problems together. It's been a great way to see their critical thinking skills grow."* (Baehaqi, 2026).

However, not all teachers experienced the same level of success with PBL. Teachers who struggled to effectively organize projects or provide proper guidance reported lower levels of student engagement. Around 40% of teachers mentioned difficulties in maintaining students' focus during project activities, especially when the tasks were not clearly defined or lacked clear learning objectives. One teacher explained, *"At first, students were excited, but when the projects became too vague, they lost interest. It's hard to keep them focused without clear instructions or set goals."* (Baehaqi, 2026).

Resistance to Change and Professional Development Needs

In terms of resistance to change, interviews revealed that some teachers were hesitant to adopt PBL and the new curriculum, citing concerns about the effectiveness of these methods compared to traditional teaching approaches. About 30% of teachers expressed a preference for more traditional, teacher-centered methods, especially for classroom management. One teacher

8 | Developing Early Childhood Skills Through Project-Based Learning: A Study on the Implementation of the Merdeka Curriculum in Semarang

commented, *“I’m not sure if PBL is always the best option. Traditional methods worked well for me in the past, and I worry about students falling behind if they don’t get enough direct instruction.”* (Salman, n.d.)

However, many teachers acknowledged the need for more targeted professional development. In the interviews, 80% of the participants emphasized that additional training, particularly on how to implement PBL effectively, would help them feel more confident in using the curriculum. Teachers highlighted the need for practical workshops that provided real-world examples, case studies, and peer collaboration. A teacher stated, *“We need training that shows us exactly how to implement these methods in our classrooms. The current training isn’t enough, and more hands-on learning opportunities would be really helpful.”* (Salman, n.d.)

Support Mechanisms and Teacher Collaboration

Support mechanisms, both within schools and from the broader educational system, were also highlighted as critical factors influencing the successful implementation of PBL. Interviews indicated that teachers who had access to ongoing support from school leaders, colleagues, and mentors were more likely to feel prepared to implement the Merdeka Curriculum and PBL. In particular, 70% of teachers noted that working collaboratively with other teachers helped them overcome challenges and share best practices. As one teacher stated, *“Collaborating with my colleagues has been invaluable. We help each other with resources, lesson plans, and strategies. This support makes a huge difference in how confident I feel about teaching PBL.”* (Endrik, 2026).

The Role of PBL in Enhancing Student Engagement

The second key discovery pertains to the impact of project-based learning on fostering student engagement and critical thinking skills during early developmental stages. An examination of classroom observations revealed a positive correlation, indicating that teachers who effectively implemented PBL also noted increased student participation and appreciation for instruction. educational settings that embraced PBL methodologies encouraged collaborative work among students, facilitated discussions on key concepts, and promoted hands-on interactions with instructional materials. These outcomes align with Hadi's (2022) research, which emphasized the ability of project-based learning to enhance children's critical thinking capabilities, problem-solving skills, and collaborative aptitude - all essential attributes for lifelong learning.

However, not all educators were able to leverage the full potential of project-based initiatives. Teachers lacking adequate preparation or experience with this pedagogical approach encountered challenges in efficiently organizing projects and providing sufficient support to students. Some educators expressed difficulties in maintaining students' focus during projects, particularly when the tasks were ambiguous or lacked clear learning objectives. These obstacles echo the findings of Supriyanto & Mulyadi (2022b) study, which indicated that while PBL shows promise in boosting engagement, it necessitates meticulous planning and teacher guidance to thrive in early childhood educational settings

Educators when Implementing Project-Based Learning

Focuses on the challenges teachers encounter while implementing project-based learning within the Merdeka curriculum. These challenges include a **lack of training**, insufficient resources, **and resistance to change**. Teachers reported various difficulties such as insufficient knowledge of computer skills, limited time for IT-related tasks, lack of equipment, hardware, software, classroom management issues, data protection concerns like confidentiality, and fear. A significant portion of teachers (40%) identified the lack of training as a primary obstacle, while 30% mentioned resource shortages (materials, time, space). **These findings underscore the importance of targeted training programs to equip teachers with the necessary skills for successful project-based learning implementation.**

Another challenge faced by educators is resistance to change, particularly among those accustomed to traditional teaching methods. As noted by Utami (2022), resistance to curriculum changes is prevalent in academic settings, especially when teachers are introduced to new approaches that challenge their established teaching routines. This resistance stems from a lack of trust in alternative methods and reluctance to adapt to the complexities and requirements of project-based learning. Suryani (2022) suggested that continuous support and collaboration with peers can help shift this belief system towards a more positive outlook.

The Importance of Professional Growth and Teacher Collaboration

Emphasizing **the critical role of professional development and collaboration in** addressing these challenges is imperative. Findings from this study revealed a significant demand among educators for tailored training sessions to support their implementation of the Merdeka Curriculum and project-based learning approaches. Professional development initiatives that incorporate hands-on experience and mentorship from experienced educators were deemed most impactful. This conclusion **aligns with the findings of** (Haryanto et al., 2021), who recommended **that teacher training programs for early childhood professionals be tailored to meet the specific needs of this** workforce while facilitating ongoing professional development opportunities.

Furthermore, the study highlighted the indispensable nature of teacher collaboration in optimizing project-based learning. Educators who engage in collaborative practices, share resources, and discuss obstacles are better positioned for successful PBL implementation. This underscores the importance of fostering a collaborative teaching environment where educators can learn from one another and collectively devise strategies to navigate challenges in curriculum implementation. These results resonate with the research conducted by Rahman & Jannah (2020), emphasizing the positive impact of collaborative networks on teachers' professional growth and curriculum enhancements.

Educators' Views on the Efficacy of the Merdeka Curriculum

Of particular interest in this investigation is educators' perceptions of the effectiveness of the Merdeka Curriculum. A majority of educators expressed favorable views regarding the curriculum's impact on promoting student-centered learning and critical thinking skills. Many educators noted that the curriculum's emphasis on holistic student development and fostering student independence had been beneficial, aiding in the enhancement of students' social-emotional learning (SEL) and problem-solving abilities. However, educators consistently reported that their ability to deliver these elements of the curriculum was hampered by

10 | Developing Early Childhood Skills Through Project-Based Learning: A Study on the Implementation of the Merdeka Curriculum in Semarang

inadequate support and training. On the contrary, a minority of teachers expressed reservations regarding the flexibility in the curriculum and the absence of standardized guidelines for implementation. These teachers were uncertain about how to evaluate student progress and how to guide all students towards achieving the learning objectives. These concerns align with the findings of Suyadi (2021), who contended that while the Merdeka Curriculum advocates for flexibility, the lack of clear and uniform instructions could leave teachers perplexed when assessing their students' advancement.

Resources for PBL Implementation

Access to resources plays a vital role in the effectiveness of project-based learning approaches. Teachers with better access to educational materials and adequate classroom space were more successful in implementing PBL techniques. The connection between the availability of resources and the successful implementation of PBL is with teachers noting that having resources like art supplies, technology, and outdoor learning spaces significantly enhanced their ability to conduct engaging and meaningful projects.

Nevertheless, for teachers in resource-limited schools, even with these solutions, achieving this was no simple feat. For such teachers, PBL tended to be restricted to basic assignments, limiting students' opportunities to engage in more complex or interdisciplinary projects. These challenges underscore the necessity for schools to invest in resources that encourage innovative teaching, particularly in underfunded areas. This notion is reinforced by other research emphasizing the vital role of adequate resources in ensuring the success of project-based learning (Tarnopolsky, 2019a).

Implications for Policy Makers and Education Leaders

Based on the findings of this research, recommendations can be made for policy makers and educational leaders. Firstly, focused professional development programs emphasizing the implementation of project-based learning in early childhood education are essential. These programs should empower teachers to effectively utilize PBL and offer strategies to address the challenges identified in this study. Secondly, policy makers should work towards standardizing curriculum guidelines for PBL, allowing teachers to adapt these frameworks to suit local contexts.

Furthermore, school leaders should establish collaborative support systems within schools to facilitate the sharing of best practices and resources. By promoting collaboration, schools can foster an environment that supports teacher professional development, leading to improved outcomes for students. These suggestions align with the work of Yusuf & Irianto (2023a), who highlighted the importance of teacher support and collaboration in the adoption of new teaching methods.

In summary, this study highlights the opportunities and challenges associated with implementing the Merdeka Curriculum and project-based learning in early childhood education. While most teachers are enthusiastic about this learner-centered approach to curriculum design, they often face obstacles related to training, materials, and a lack of clear guidance. Addressing these issues through targeted professional development, improved resource allocation, and enhanced support for teacher collaboration could significantly enhance the effectiveness of the Merdeka Curriculum in practice. Future research could explore the long-

term impact of these reforms on student achievement and investigate teacher collaboration as a key factor in successful reform implementation.

CONCLUSION

The research findings suggest that while many teachers express willingness to implement the Merdeka Curriculum, several obstacles hinder its effective implementation. One significant barrier identified is the inadequacy of current training programs, which fail to provide teachers with the practical knowledge necessary for Project-Based Learning (PBL) integration. Despite valuing the theoretical foundation offered in training sessions, many teachers find a disconnect between theory and classroom application. This gap underscores the need for more practical training that reflects the real challenges faced by teachers on a daily basis.

Furthermore, ongoing support and mentorship from colleagues are essential to enhancing teachers' confidence and competence in implementing the Merdeka Curriculum. Alongside training, individual factors such as access to resources, environmental support, and emotional encouragement from experienced peers play crucial roles in determining a teacher's readiness.

An additional discovery reveals a direct correlation between teachers' perceived readiness to teach and the extent of student engagement in their classrooms. Teachers who feel well-prepared to adopt a PBL approach report higher levels of student engagement, manifested through increased participation, enhanced peer discussions, and improved critical thinking and collaboration skills. This underscores how teachers' readiness not only shapes their teaching methods but also significantly impacts students' motivation and involvement in the learning process. Confidence in innovative teaching methods creates an environment conducive to inquiry-based learning and teamwork. Conversely, teachers who feel unprepared struggle to maintain student engagement due to uncertainty about their instructional approaches.

Therefore, comprehensive training and sustained support post-preparation are vital for educators to feel confident and deliver an enriching learning experience for their students. Improved teacher readiness positively influences instructional quality, subsequently benefiting students' learning and development in the classroom.

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