
HARNESSING PROJECT-BASED LEARNING: THE IMPLEMENTATION OF THE PANCASILA STUDENT PROFILE IN EARLY CHILDHOOD EDUCATION

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Abstract

This study aims to explore the implementation of Project-Based Learning (PBL) in developing the Pancasila Student Profile in early childhood education (ECE) in West Jakarta. The research employs a quantitative approach, utilizing surveys with teachers. The survey results show that 91.7% of teachers have developed the Merdeka Curriculum in their teaching, and 91.7% of teachers also develop the Pancasila Student Profile within the Merdeka Curriculum. Additionally, 83.3% of teachers develop the Pancasila Student Profile in learning activities, and 91.7% of teachers develop Pancasila learning projects. Furthermore, 75% of teachers develop project-based learning in implementing the Pancasila Student Profile within the Merdeka Curriculum. The Pancasila Student Profile projects help 91.7% of teachers in managing learning and assist 83.3% of children in the learning process. However, only 8.3% of teachers find it difficult to implement the Pancasila Student Profile projects in learning. Despite challenges such as limited training and resource constraints, the benefits of PBL in increasing children's motivation and engagement are evident. This study underscores the need for increased support and training for teachers, as well as government support, to ensure the successful implementation of PBL in ECE.

Keywords: learning activities, merdeka curriculum, pancasila student profile, project-based learning

Introduction

Early childhood education (ECE) is a crucial foundation in shaping the character and basic abilities of children. In Indonesia, early childhood education plays a strategic role in forming a generation that is characterized and competent according to the values of Pancasila. However, the education system in Indonesia still faces various complex challenges, ranging from limited access to uneven quality of education (Anton et al., 2025; Maharani et al., 2024; Roberts & Nurkhamidah, 2024; Suciani, 2024).

Many children do not have adequate access to quality education due to the limited number of schools, long distances, and transportation constraints (Azkiyah et al., 2025; Wijayanti et al., 2024). In addition, the quality of teachers is also an issue. Although the number of teachers in Indonesia is sufficient, the quality of teaching remains a serious concern. Lack of training, weak certification, and inadequate incentives to attract quality teachers can harm education (Iswanto et al., 2024; Souisa et al., 2024).

The curriculum that is not relevant to the needs of the job market and the development of the times is also a challenge. The existing curriculum often does not match the real needs in the field, so there needs to be a curriculum revolution to ensure students are trained with relevant skills. The educational gap between urban and rural areas is also still a serious problem. Further investment in

rural areas is needed to equalize educational opportunities for all children (Anjeliani et al., 2024; Lestari, 2024). In addition, the lack of educational facilities such as adequate classrooms, libraries, and laboratories also directly impacts the teaching and learning process and student learning outcomes.

Early childhood education in Indonesia also faces specific challenges that affect the effectiveness of learning. One of the main challenges is the limited access to education for children from underprivileged families. According to data from the Ministry of Education and Culture, only about 50% of early childhood children have access to adequate education. This is a serious concern for education experts. In addition, the lack of qualified educators is also a challenge in early childhood education in Indonesia. Early childhood education requires educators who have adequate skills and knowledge to support children's development (Evans et al., 2000; Morrison & Brunson, 1988; Perry, 2013).

The quality of facilities and learning resources that are inadequate also becomes an obstacle in providing quality education. Some kindergartens and early childhood education centers still face limitations in terms of buildings, equipment, books, and adequate learning materials. Efforts to overcome challenges in early childhood education in Indonesia need to be carried out jointly by the government, educational institutions, and the community. With good cooperation, it is hoped that early childhood education in Indonesia can develop better in the future (Darmawan et al., 2024; Hasan et al., 2013).

Project-Based Learning (PBL) is a learning method that can encourage students to actively learn and think critically. PBL allows children to learn through active involvement in relevant and meaningful projects designed to answer questions or solve real-world problems. PBL encourages children to work collaboratively, think critically, and develop research (Amir et al., 2022; Arifianti, 2020; Erviana & Khoirunnisa, 2024; Hindriyanto et al., 2019; Murniarti, 2016; Rahmazatullaili et al., 2017).

The implementation of PBL in early childhood education is very important for several reasons. First, PBL increases student engagement by allowing them to take ownership of their learning and explore topics that interest them. Second, PBL develops 21st-century skills such as critical thinking, problem-solving, collaboration, and communication, which are very important in the modern world. Third, PBL promotes a deep understanding of the subject matter because students are involved in meaningful tasks that require the application of knowledge (Hayati, 2022; Hayati & Syaikh, 2020; Helm et al., 2023; Krajcik & Czerniak, 2018).

PBL also has benefits in increasing students' learning motivation. By facing problems related to real life, students will be more motivated to learn and develop original thinking about these issues. In addition, PBL improves skills in using learning media and increases students' enthusiasm and collaboration skills (Chu et al., 2011; Resnick, 2017).

Despite its many benefits, the implementation of PBL in the Merdeka Curriculum also faces several challenges. One of the main challenges is the teachers' skills in implementing the PBL method, which still need to be improved. Teachers need to understand how to design and manage effective projects and provide appropriate guidance to students. In addition, the availability of adequate time and resources is also a challenge. Teachers need to utilize the available time and resources effectively to support project-based learning.

Student motivation is also an important factor in the success of PBL. Lack of student motivation to engage in project-based learning can be an obstacle. Teachers need to motivate students to actively participate in projects and appreciate their work. Collaboration among students in groups is also a

challenge. PBL encourages collaboration among students in groups, but the lack of effective collaboration and communication among students can hinder the success of the project.

Another challenge faced is the lack of understanding and support from the school and parents. The implementation of PBL requires a paradigm shift in the learning approach, which is sometimes difficult for all parties involved to accept. The lack of adequate facilities and resources also becomes an obstacle in the implementation of PBL. Schools need to provide supportive facilities such as flexible classrooms, teaching aids, and adequate technology to support student projects.

The study focuses on the implementation of the Pancasila student profile in early childhood education institutions in Indonesia. Although the benefits of Project-Based Learning (PBL) are recognized, such as enhancing critical thinking, collaboration, and real-world problem-solving skills, its application in the context of the Pancasila student profile needs further exploration. This study aims to investigate how the implementation of the Pancasila student profile can aid learning in early childhood education institutions. The research questions guiding this study are: (1) How is the implementation of the Pancasila student profile in early childhood education institutions in Indonesia? (2) Does the Pancasila student profile project-based learning help learn in early childhood education institutions? By addressing these questions, the study seeks to provide actionable insights and recommendations for educators, policymakers, and stakeholders involved in early childhood education.

Literature Review

The implementation of Project-Based Learning (PBL) within the Merdeka Curriculum in early childhood education (PAUD) aims to foster the development of the Pancasila Student Profile. This literature review explores the challenges and opportunities associated with PBL in the Merdeka Curriculum.

Project-based learning (pbl) in early childhood education

Project-Based Learning (PBL) is an instructional methodology that encourages students to learn and apply knowledge and skills through engaging projects set around challenges and problems they may face in the real world. PBL is particularly effective in early childhood education as it promotes active learning, critical thinking, and collaboration among young learners (Helm et al., 2023; Sargent, 2014). The Merdeka Curriculum, introduced by the Indonesian government, emphasizes the importance of PBL in fostering these skills and aligning with the national educational goals.

Challenges in implementing PBL in the merdeka curriculum

Despite its benefits, the implementation of PBL within the Merdeka Curriculum faces several challenges. One significant challenge is the readiness of teachers. Many teachers lack the necessary training and experience to effectively design and manage PBL activities. Teachers often struggle with the transition from traditional teaching methods to PBL, which requires a different set of skills and a more flexible approach to classroom management (Suciani, 2024). Additionally, the adaptation of the curriculum to include PBL can be challenging due to the need for substantial changes in lesson planning and assessment methods.

Another challenge is the availability of resources. Effective PBL requires adequate materials, technology, and support from the school administration. However, many schools, particularly in rural areas, face resource constraints that hinder the successful implementation of PBL. The study found that limited access to learning materials and technology significantly impacts the ability of teachers to conduct PBL effectively (Roberts & Nurkhamidah, 2024).

Time management is also a critical issue. PBL often requires more time than traditional teaching methods, both in terms of planning and execution. Teachers need to balance the time spent on PBL with other curriculum requirements, which can be challenging in a structured educational environment. The research indicates that teachers frequently cite time constraints as a major barrier to implementing PBL in their classrooms (Ndari & Mahmudah, 2023).

Opportunities and benefits of PBL in the Merdeka Curriculum

Despite these challenges, PBL offers numerous opportunities and benefits that align with the goals of the Merdeka Curriculum. One of the primary benefits is the development of critical thinking and problem-solving skills. PBL encourages students to engage deeply with content, ask questions, and explore solutions, which enhances their cognitive abilities and prepares them for future academic and life challenges. According to Chen, students involved in PBL show significant improvements in their ability to think critically and solve problems creatively (Chen et al., 2022).

PBL also promotes collaboration and communication skills. By working on projects in groups, students learn to communicate effectively, share ideas, and collaborate towards common goals. This collaborative learning environment mirrors real-world scenarios and helps students develop essential social skills. The study found that students who participated in PBL activities demonstrated better teamwork and communication skills compared to those in traditional learning settings (Suciani, 2024).

Furthermore, PBL aligns well with the objectives of the Pancasila Student Profile, which includes dimensions such as critical thinking, creativity, and collaboration. The Merdeka Curriculum aims to develop these competencies in students, and PBL provides a practical framework for achieving these goals.

Implementation strategies for PBL in the merdeka curriculum

To overcome the challenges associated with PBL, several strategies can be employed. Professional development for teachers is crucial. Providing ongoing training and support can help teachers develop the skills needed to implement PBL effectively. This includes training on project design, classroom management, and assessment techniques. The study emphasizes the importance of professional development in enhancing teachers' confidence and competence in using PBL (Roberts & Nurkhamidah, 2024).

Another strategy is to ensure adequate resources and support. Schools need to invest in materials, technology, and infrastructure that facilitate PBL. This includes providing access to digital tools, project materials, and collaborative spaces. The research suggests that schools with better resources are more successful in implementing PBL (Ndari & Mahmudah, 2023).

Time management can be addressed by integrating PBL into the existing curriculum in a way that complements other teaching methods. This requires careful planning and flexibility in scheduling. Teachers can start with small projects and gradually increase the complexity as they become more

comfortable with the PBL approach. The study highlights the importance of starting small and building on successes to manage time effectively (Suciani, 2024).

The implementation of Project-Based Learning (PBL) within the Merdeka Curriculum presents both challenges and opportunities. While issues such as teacher readiness, resource availability, and time management pose significant barriers, the benefits of PBL in developing critical thinking, collaboration, and communication skills make it a valuable educational approach. By addressing these challenges through professional development, resource investment, and strategic planning, schools can effectively integrate PBL into their curriculum and enhance the educational experience for early childhood learners.

Methodology

Research design and approach of the study

This study employed a quantitative approach with a descriptive exploratory design (Elman et al., 2020). This design was chosen to describe and explore the phenomenon of Project-Based Learning (PBL) implementation in developing the Pancasila Student Profile in early childhood education (ECE) in West Jakarta. The quantitative approach was used to measure the effectiveness of PBL through surveys and statistical analysis. The descriptive exploratory design allows researchers to identify and describe various aspects related to PBL implementation, including the challenges and benefits faced by teachers in the process.

Research site and participants

The population in this study consists of all ECE teachers in West Jakarta who have adopted the Merdeka Curriculum. This population was chosen because they had direct experience in implementing PBL and the Pancasila Student Profile. The sample was randomly selected from this population, with a total of 30 teachers. The sampling technique used was simple random sampling, ensuring that every member of the population had an equal chance of being selected (Olken & Rotem, 1995). Random sampling was important to avoid bias and ensure the representativeness of the study results.

Research instruments

The research instrument used was a questionnaire consisting of closed-ended questions. This questionnaire was designed to measure various aspects related to PBL implementation, including the development of the merdeka curriculum, the development of the pancasila student profile, and the effectiveness of pancasila learning projects. The questions in the questionnaire cover several main categories, such as:

- Development of the Merdeka Curriculum. Questions measuring the extent to which teachers have adopted and developed the Merdeka Curriculum in their teaching.
- Development of the Pancasila Student Profile. Questions measuring the extent to which teachers develop the Pancasila Student Profile within the Merdeka Curriculum and learning activities.

- Effectiveness of Pancasila Learning Projects. Questions measuring the impact of Pancasila learning projects on learning management and children's learning processes.
- Challenges in PBL Implementation: Questions identifying the challenges faced by teachers in implementing Pancasila learning projects.

Table 1. *Questionnaire implementation the pancasila student profile in early childhood education*

Survey Questions
Do you develop the Merdeka Curriculum in teaching?
Do you develop the Pancasila Student Profile in the Merdeka Curriculum?
Do you develop the Pancasila Student Profile in learning activities?
Do you develop Pancasila learning projects?
Do you develop Project Learning in implementing the Pancasila Student Profile in the Merdeka Curriculum?
Does the Pancasila Student Profile project help you in managing learning?
Does the Pancasila Student Profile project help children in learning?
Do you find it difficult to implement the Pancasila Student Profile project in learning?

Data collection and analysis

Data were collected through an online survey sent to ECE teachers in West Jakarta. The survey was conducted over a one-month period, from October 12 to September 10, 2024. Teachers were asked to complete the questionnaire independently and submit it via the online survey platform. The data collection procedure includes several stages:.. Researcher prepared the questionnaire and online survey platform, and contacted ECE schools in West Jakarta to obtain permission and support for the survey.. The questionnaire was sent to teachers via email or the online survey platform. Teachers were given one month to complete and submit the questionnaire. Data collected from the questionnaire were downloaded and stored in a suitable format for further analysis.

The collected data were analyzed using descriptive statistical methods. This analysis included calculating percentages, averages, and frequency distributions to describe the survey results. The data analysis steps included data collected from the questionnaire was input into statistical software for further analysis and descriptive analysis, percentages, averages, and frequency distributions were calculated to describe the survey results in general.

Results and Discussion

The following are the results of the survey conducted with ECE teachers:

Table 2. *Presentation of teacher perceptions in the implementation of project learning on the profile of Pancasila students*

Survey Questions	Yes	No
Do you develop the Merdeka Curriculum in teaching?	91.7%	8.3%
Do you develop the Pancasila Student Profile in the Merdeka Curriculum?	91.7%	8.3%
Do you develop the Pancasila Student Profile in learning activities?	91.7%	8.3%
Do you develop Pancasila learning projects?	91.7%	8.3%
Do you develop Project Learning in implementing the Pancasila Student Profile in the Merdeka Curriculum?	83.3%	16.7%
Does the Pancasila Student Profile project help you in managing learning?	91.7%	8.3%
Does the Pancasila Student Profile project help children in learning?	75%	25%
Do you find it difficult to implement the Pancasila Student Profile project in learning?	91.7%	8.3%

Development of the merdeka curriculum

Survey results show that 91.7% of teachers have developed the Merdeka Curriculum in their teaching. This indicates that the majority of early childhood education (ECE) teachers in West Jakarta have adopted a more flexible and creative approach to teaching, in line with the principles of the Merdeka Curriculum. The Merdeka Curriculum is designed to give teachers the freedom to design and implement teaching methods that meet the needs and interests of students. Research by Veryawan et al. supports this finding, stating that the Merdeka Curriculum provides opportunities for children to learn with freedom and think creatively, creating lifelong learners who align with Pancasila values (Veryawan et al., 2023). The implementation of the Merdeka Curriculum allows teachers to develop more innovative and responsive teaching methods tailored to the needs of children.

Research also found that the Merdeka Curriculum provides flexibility for teachers to adjust teaching methods to the needs and interests of students, which in turn increases student engagement and motivation (Asiati & Hasanah, 2022). Thus, the adoption of the Merdeka Curriculum by the majority of ECE teachers in West Jakarta demonstrates their commitment to creating a more inclusive and adaptive learning environment. This flexibility allows teachers to integrate various teaching methods, including Project-Based Learning (PBL), which can enhance student engagement and facilitate deeper learning.

Additionally, research shows that the Merdeka Curriculum also encourages the development of 21st-century skills, such as critical thinking, creativity, collaboration, and communication (Masjudin, 2024). These skills are crucial for preparing students to face future challenges. By adopting the Merdeka Curriculum, ECE teachers in West Jakarta are not only focusing on academic achievement but also on developing students' skills and character.

However, despite the majority of teachers adopting the Merdeka Curriculum, 8.3% of teachers have not yet developed this curriculum in their teaching. This indicates that there are still challenges in implementing the Merdeka Curriculum, such as a lack of adequate training and resources. Research

shows that adequate support and training are essential to ensure the successful implementation of a new curriculum (Asiati & Hasanah, 2022). Therefore, further efforts are needed to provide support and training to teachers who have not yet adopted the Merdeka Curriculum. The findings of this study show that the Merdeka Curriculum has been widely adopted by ECE teachers in West Jakarta, demonstrating their commitment to creating a more flexible, creative, and responsive learning environment. However, there are still challenges that need to be addressed to ensure that all teachers can adopt and implement this curriculum effectively.

Development of the pancasila student profile

A total of 91.7% of teachers develop the Pancasila Student Profile within the Merdeka Curriculum. This indicates that Pancasila values have been well integrated into the curriculum used by ECE teachers in West Jakarta. The Pancasila Student Profile is a framework designed to develop students' character and skills in line with Pancasila values, such as mutual cooperation, integrity, independence, and global diversity. Research by Suwarni found that developing the Pancasila Student Profile is crucial for preparing children to become intelligent and character-driven individuals (Suwarni, 2024). Implementing the Pancasila Student Profile within the Merdeka Curriculum helps children understand and internalize national values from an early age, which is the primary goal of character education.

Research also shows that integrating Pancasila values into the Problem-Based Learning (PBL) model can be done through stages or syntax of PBL, such as problem presentation, group organization, data and information collection, hypothesis development, independent learning, discussion, and evaluation (Nurhasanah et al., 2024). This strategy involves adapting PBL steps to include aspects of Pancasila values, so that learning not only focuses on solving academic problems but also on strengthening character and national values.

Additionally, research shows that implementing the Pancasila Student Profile in elementary education with a PBL approach provides opportunities for students to learn in enjoyable situations, not feeling trapped, having a flexible learning structure, more interactive learning activities, and also directly engaging with the surrounding environment to strengthen various competencies that students must have in the Pancasila Student Profile (Utari & Afendi, 2022). The Pancasila Student Profile reinforcement projects are designed for students to investigate, solve problems, and make decisions. Through these projects, the inculcation and development of mutual cooperation and creativity in students can be implemented.

However, despite the majority of teachers developing the Pancasila Student Profile within the Merdeka Curriculum, 8.3% of teachers have not yet developed this profile. This indicates that there are still challenges in integrating Pancasila values into the curriculum, such as a lack of understanding and skills among teachers in implementing this profile. Research shows that adequate support and training are essential to ensure the successful integration of Pancasila values into the curriculum (Asiati & Hasanah, 2022). Therefore, further efforts are needed to provide support and training to teachers who have not yet developed the Pancasila Student Profile within the Merdeka Curriculum.

This study offers valuable insights into students' perspectives in collaborating with their peers (Prasetyarini et al., 2025). Nur Hakim et al., revealed that the implementation of the Merdeka curriculum is still in the development stage, 1) Curriculum planning was carried out at the beginning of the 2022/2023 academic year following the established workflow. Schools extensively improvise the guidelines provided by the government in developing operational curricula and project modules

to better meet the needs of students and industry. 2) The learning approach at SMK PK Krian 2 is project-based, with the implementation (Strengthening Project for Pancasila Students and Work Culture: P5BK) using monthly blocks to replace intracurricular study hours after activities (School Environment Introduction Period: MPLS), which includes five themes to achieve the six dimensions of the pancasila student profile (Nur Hakim et al., 2024).

Development of the pancasila student profile in learning activities

Survey results show that 83.3% of teachers develop the Pancasila Student Profile in learning activities. This indicates that most teachers not only integrate Pancasila values into the curriculum but also into daily classroom activities. Developing the Pancasila Student Profile in learning activities involves various activities designed to internalize Pancasila values, such as mutual cooperation, integrity, independence, and global diversity. Research by Utari and Afendi shows that implementing the Pancasila Student Profile in elementary education with a PBL approach provides opportunities for students to learn in enjoyable situations, not feeling trapped, having a flexible learning structure, more interactive learning activities, and also directly engaging with the surrounding environment to strengthen various competencies that students must have in the Pancasila Student Profile (Utari & Afendi, 2022). The Pancasila Student Profile reinforcement projects are designed for students to investigate, solve problems, and make decisions. Through these projects, the inculcation and development of mutual cooperation and creativity in students can be implemented.

Most teachers report that they develop Pancasila-based learning projects. This indicates that learning projects are considered an effective method for developing the Pancasila Student Profile. Research shows that learning projects can increase student engagement and motivation. However, some teachers face challenges in designing and implementing these projects (Roberts & Nurkhamidah, 2024). This underscores the need for enhanced training and support for teachers to ensure they can effectively design and implement learning projects.

Research also shows that integrating Pancasila values into the PBL model can be done through stages or syntax of PBL, such as problem presentation, group organization, data and information collection, hypothesis development, independent learning, discussion, and evaluation (Nurhasanah et al., 2024). This strategy involves adapting PBL steps to include aspects of Pancasila values, so that learning not only focuses on solving academic problems but also on strengthening character and national values.

However, despite the majority of teachers developing the Pancasila Student Profile in learning activities, 16.7% of teachers have not yet developed this profile. This indicates that there are still challenges in integrating Pancasila values into daily learning activities, such as a lack of understanding and skills among teachers in implementing this profile. Research shows that adequate support and training are essential to ensure the successful integration of Pancasila values into learning activities (Asiati & Hasanah, 2022). Therefore, further efforts are needed to provide support and training to teachers who have not yet developed the Pancasila Student Profile in learning activities.

Development of pancasila learning projects

A total of 91.7% of teachers develop Pancasila learning projects. This indicates that learning projects focused on Pancasila values have been widely implemented by ECE teachers in West Jakarta. Research by Utari and Afendi shows that implementing the Pancasila Student Profile in elementary

education with a PBL approach provides opportunities for students to learn in enjoyable situations, not feeling trapped, having a flexible learning structure, more interactive learning activities, and also directly engaging with the surrounding environment to strengthen various competencies that students must have in the Pancasila Student Profile (Utari & Afendi, 2022). The Pancasila Student Profile reinforcement projects are designed for students to investigate, solve problems, and make decisions. Through these projects, the inculcation and development of mutual cooperation and creativity in students can be implemented.

Research also shows that integrating Pancasila values into the PBL model can be done through stages or syntax of PBL, such as problem presentation, group organization, data and information collection, hypothesis development, independent learning, discussion, and evaluation. This strategy involves adapting PBL steps to include aspects of Pancasila values, so that learning not only focuses on solving academic problems but also on strengthening character and national values (Nurhasanah et al., 2024).

However, despite the majority of teachers developing Pancasila learning projects, 8.3% of teachers have not yet developed these projects. This indicates that there are still challenges in implementing Pancasila learning projects, such as a lack of understanding and skills among teachers in developing these projects. Research shows that adequate support and training are essential to ensure the successful implementation of Pancasila learning projects (Asiati & Hasanah, 2022). Therefore, further efforts are needed to provide support and training to teachers who have not yet developed Pancasila learning projects.

Benefits of the pancasila student profile projects in learning management

Survey results show that 91.7% of teachers feel that the Pancasila Student Profile projects help them in managing learning. This indicates that the projects focused on Pancasila values are not only beneficial for students but also for teachers in managing their classrooms. Research by Veryawan et al. found that developing the Pancasila Student Profile is crucial for preparing children to become intelligent and character-driven individuals (Veryawan et al., 2023). Implementing these projects helps teachers design more structured and effective learning activities.

Research shows that learning projects can enhance critical thinking, problem-solving, and collaboration skills among students. However, some teachers still face difficulties in implementing learning projects, particularly related to time and resource management (Suciani, 2024). This highlights the need for increased support and training for teachers to ensure they can overcome these challenges.

Research also supports this finding, stating that projects focused on Pancasila values help teachers manage their classrooms better and create a more conducive learning environment (Veryawan et al., 2023). By involving students in projects that require investigation, problem-solving, and decision-making, teachers can foster mutual cooperation and creativity among students. This not only enhances the quality of learning but also helps teachers manage their classrooms more effectively.

The Pancasila student profile learning has been conducted in early childhood education institutions in Jakarta. This study found that the Pancasila Student Profile learning begins with determining a learning theme that is close to the school environment, the readiness of the implementation is adjusted to the school's ability to develop local wisdom learning themes, teacher understanding and also cooperation with the principal are one of the main things in the implementation of the Pancasila student profile learning. Government support is needed to monitor and ensure that the implementation of the Pancasila student profile learning program runs well.

Aldabbus in his research revealed that more than 3/4 of students were unable to implement PBL with their students. Various challenges they face were also identified. These challenges include the selection of significant content, time management, monitoring and assessment, and lack of facilities (Aldabbus, 2018). Markula and Aksela (2022) suggest that PBL can specifically encourage the use of collaboration, artifacts, technological tools, problem-centeredness, and certain scientific practices, such as conducting research, presenting results, and reflection in science education. However, it appears that the driving questions, student-defined learning goals, student inquiry, the integrity of the project activities, and the use of the project as a means to learn core content, may be more challenging to implement. Furthermore, although scientific practices play a strong role in the project, it is not clear how strong the student-led inquiry is. This study also suggests that students and teachers may notice different aspects of learning that occur through PBL (Markula & Aksela, 2022). An integrated system learning model should be applied to learning activities at school to make it easier for students to understand the relationship between various subjects (Hariyanto et al., 2023).

Prasetyarini et al. (2025) highlighted that P5, as an innovation in project-based learning, can not only improve problem-solving skills but also to foster mutual understanding among students. This is in line with the goals of Indonesian education, especially about the realization of the Pancasila Student Profile, with a special focus on developing critical thinking and embracing global diversity. However, despite the widespread benefits of the Pancasila Student Profile projects, 8.3% of teachers do not feel that these projects help them in managing learning. This indicates that there are still challenges in implementing these projects, such as a lack of understanding and skills among teachers. Research by Asiati et al. emphasizes the need for adequate support and training to ensure the successful implementation of the Pancasila Student Profile projects (Asiati & Hasanah, 2022). Providing teachers with the necessary resources and training can help overcome these challenges and ensure that all teachers benefit from these valuable learning experiences.

Benefits of the pancasila student profile projects for children

Survey results show that 83.3% of teachers feel that the Pancasila Student Profile projects help children in the learning process. This indicates that the projects focused on Pancasila values have a positive impact on children's development. Research shows that implementing the Pancasila Student Profile in elementary education with a PBL approach provides opportunities for students to learn in enjoyable situations, not feeling trapped, having a flexible learning structure, more interactive learning activities, and also directly engaging with the surrounding environment to strengthen various competencies that students must have in the Pancasila Student Profile (Utari & Afendi, 2022). The Pancasila Student Profile reinforcement projects are designed for students to investigate, solve problems, and make decisions. Through these projects, the inculcation and development of mutual cooperation and creativity in students can be implemented.

Research also shows that integrating Pancasila values into the PBL model can enhance students' understanding and practice of these values (Nurhasanah et al., 2024). The PBL approach allows students to engage in projects that are relevant to their daily lives, making the learning process more meaningful and effective. However, despite the widespread benefits of the Pancasila Student Profile projects, 16.7% of teachers do not feel that these projects help children in the learning process. This indicates that there are still challenges in implementing these projects, such as a lack of understanding and skills among teachers. Research emphasizes the need for adequate support and training to ensure the successful implementation of the Pancasila Student Profile projects. Providing teachers with the

necessary resources and training can help overcome these challenges and ensure that all children benefit from these valuable learning experiences (Asiati & Hasanah, 2022).

Challenges in implementing the pancasila student profile projects

Survey results show that 8.3% of teachers experience difficulties in implementing the Pancasila Student Profile projects in learning. This indicates that a small percentage of teachers face challenges in integrating Pancasila values into daily learning activities. Therefore, additional support from the government and educational institutions is needed to address these challenges and ensure the successful implementation of PBL in ECE. The majority of teachers acknowledge that they face difficulties in implementing Pancasila learning projects, particularly related to time and resource management. This indicates that challenges in project implementation remain a major obstacle in developing the Pancasila Student Profile. Research shows that the lack of government support and limited resources are the main barriers to implementing learning projects. Therefore, increased support and training for teachers are needed to ensure they can overcome these challenges and effectively implement learning projects (Ndari & Mahmudah, 2023).

This implementation of the Pancasila Student Profile in early childhood education institutions in Jakarta. The study highlights the importance of learning themes relevant to the school environment and the readiness of implementation adjusted to the school's capabilities. Government support is crucial to ensure the program runs smoothly. Challenges in project-based learning, such as the selection of significant content, time management, and lack of facilities, are also identified. Despite these challenges, the benefits of PBL in developing students' critical thinking skills and global understanding are prominent, indicating that the project is beneficial for the learning process.

Overall, the findings of this study indicate that the implementation of PBL in early childhood education in West Jakarta has great potential to improve the quality of education and develop the Pancasila Student Profile. Despite facing various challenges, with the right support from the government and good cooperation between teachers and school principals, PBL can be an effective approach to enhancing the quality of early childhood education in Indonesia.

Conclusion and Recommendations

This study aims to explore the implementation of Project-Based Learning (PBL) in developing the Pancasila Student Profile in early childhood education (ECE) in West Jakarta. The findings reveal that the majority of ECE teachers in West Jakarta have adopted the Merdeka Curriculum and actively engage in developing and implementing PBL projects. These projects significantly enhance children's social, cognitive, and emotional skills, fostering active participation and creativity in learning activities. However, challenges such as limited training, resource constraints, and difficulties in integrating Pancasila values into daily activities were identified. Despite these challenges, the benefits of PBL in increasing children's motivation and engagement are evident.

To address the challenges faced in implementing PBL, there is a need for enhanced training and support for teachers. More intensive and ongoing training will help teachers understand and implement PBL more effectively. Additionally, adequate technical support and resources are necessary to ensure the successful implementation of PBL. The government and educational institutions should provide adequate learning resources to support the implementation of PBL. This includes teaching materials, visual aids, and technology that can be used in learning projects. With sufficient resources,

teachers can design and implement more creative and effective learning projects. To ensure that Pancasila values are well integrated into learning activities, teachers should be provided with clear guidelines and strategies on how to incorporate these values into daily activities. This includes concrete examples and best practices that teachers can adopt in their teaching. The government should provide greater support for the implementation of PBL in early childhood education. This includes policies that support innovation in education, as well as adequate funding for training programs and resource development.

Future research can be conducted using a longitudinal approach to measure the long-term impact of PBL implementation on children's character and skill development. This study can provide deeper insights into the effectiveness of PBL over a longer period. Besides PBL, future research can explore other teaching methods that can be used to develop the Pancasila Student Profile. For example, research on Problem-Based Learning (PBL) or Inquiry-Based Learning (IBL) can provide valuable alternatives for teachers. Future research also can conduct a comparative analysis between schools that adopt PBL and schools that use traditional teaching methods. This analysis can provide insights into differences in learning outcomes and character development of children.

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