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Analysis of the Impact of Project-Based Learning Education Innovations on the Merdeka Belajar Program in Primary School X in Jakarta

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ABSTRACT

Project-based learning (PBL) is one of the educational innovations encouraged by the Merdeka Belajar program. PBL is a learning approach that actively involves students in solving complex problems or projects. PBL has the potential to improve the quality of learning, develop student skills, and develop student character. PBL takes longer to complete than traditional learning. This is because PBL involves students in a more complex process. PBL requires greater resources, such as equipment, materials, and time. This is because PBL involves students in a more complex process. Teachers who implement PBL must have higher skills in planning, implementing, and assessing projects. This is because PBL involves students in a more complex process. To overcome these challenges, proper planning and support are needed. Schools need to adapt the curriculum and provide the resources needed for PBL. Teachers need to receive training or support to develop the skills they need to implement PBL effectively.

1. Introduction

The Merdeka Belajar program utilizes project-based learning (PBL) as an educational innovation. Project-Based Learning (PBL) is an educational approach that engages students in authentic projects that have practical applications in their daily lives. PBL has numerous advantages, including enhancing student proficiency, fostering student drive, and cultivating student integrity. PBL can also facilitate the cultivation of essential aptitudes in pupils, including critical thinking, problem-solving, communication, teamwork, and entrepreneurial skills, which are crucial for addressing forthcoming difficulties. Nevertheless, it is crucial to acknowledge the adverse consequences associated with PBL, including its time-consuming nature, the increased demand for resources, the need for advanced teaching

expertise, and the potential for students to encounter failure. Therefore, it is imperative to evaluate the influence of project-based learning and pedagogical innovations on the Merdeka Belajar program.^{1,2} The objective of this study is to evaluate the efficacy and influence of PBL in the Merdeka Belajar program at primary school "X" in Jakarta.

2. Methods

Qualitative research methodologies can be employed to analyze the effects of project-based learning and educational innovations on the Merdeka Belajar program. This approach is employed to get a more profound comprehension of a phenomenon, such as individuals' perspectives or perceptions of a policy or program. The research methodology employed encompassed interviews, observation, and document

analysis. Interviews investigate the perspectives or understandings of respondents on project-based learning. We closely examine the project-based learning process in the field through observation. We employ document studies to gather data from documents pertaining to project-based learning. We gathered data through in-depth interviews, observations, and document analyses. The observations were conducted systematically. Document studies involve the collection of project-based learning materials, including curriculum, syllabus, lesson plans, project reports, and other relevant papers. The acquired data will undergo examination using theme analysis approaches. Thematic analysis is a method of analyzing qualitative data that aims to discover and categorize the primary themes present in the data.

3. Results and Discussion

Positive impacts

Enhanced student incentive to study

Survey findings indicate that the use of project-based learning might enhance students' motivation to learn. In 2023, the Research and Development and Books Agency (BPPB) of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) conducted a survey, which revealed that 82% of students experienced increased motivation to learn as a result of their involvement in project-based learning. Project-based learning engages students in the active process of designing, executing, and assessing projects. This enhances students' motivation to learn since they may perceive the advantages of their learning efforts. Project-based learning enhances the meaningfulness of students' learning experiences by enabling them to directly apply acquired knowledge and skills to real-life situations. This enhances students' motivation to learn since they perceive the learning they engage in as valuable. Project-based learning empowers students by involving them in the decision-making process regarding the objectives, methods, and results of their education, fostering a sense of ownership over their learning. This fosters students' intrinsic motivation to study since they perceive the learning

process as personally meaningful and self-directed. One of the good outcomes of project-based learning is the enhancement of student motivation towards learning. Project-based learning has a beneficial effect on student learning outcomes since it enhances student skills and fosters the development of student character.³

Enhancing the caliber of education

Evidence from surveys indicates that project-based learning has the potential to enhance the quality of education. In 2023, the Research and Development and Books Agency (BPPB) of the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) conducted a survey, which revealed that 84% of instructors perceived an enhancement in the quality of learning following the implementation of project-based learning. Project-based learning engages students in the active process of designing, executing, and assessing projects. This enhances students' motivation to acquire knowledge, hence fostering their active engagement in the learning process. Project-based learning enhances the meaningfulness of students' learning experience by enabling them to acquire knowledge and skills that can be directly applied to real-life situations. This enhances the relevance of learning to students' needs, thereby facilitating their comprehension of the educational content. Project-based learning empowers students by involving them in the decision-making process regarding the objectives, methods, and results of their learning. This fosters pupils' enthusiasm for studying, hence enhancing their motivation to attain educational objectives. Project-based learning has a favorable impact on the quality of learning. Project-based learning has a beneficial effect on student learning outcomes since it enhances student skills and fosters the development of student character.⁴

Enhancing student moral and ethical qualities

Project-based learning fosters the cultivation of students' autonomous dispositions as they are compelled to accomplish projects autonomously. Students should possess the capability to autonomously create, execute, and assess projects.

This fosters students' autonomy in both academic and daily contexts. Project-based learning fosters the development of students' creative dispositions by actively promoting creative thinking in the completion of assignments. Students should possess the capacity to produce novel ideas and inventive solutions. This makes pupils more imaginative in school and in everyday life. Project-based learning fosters the development of students' social character by necessitating collaboration with peers in the completion of projects. Students must possess the ability to effectively communicate, engage in collaborative efforts, and collectively resolve difficulties. This makes kids more socially sensitive in school and in everyday life.⁵

Students are required to provide a presentation about the findings of their project. The requirement of planning and executing presentations autonomously fosters students' independent character. Students must utilize a diverse range of resources in order to fulfill the requirements of their projects. Engaging in this activity helps foster the development of students' creative disposition, as it necessitates the ability to think innovatively in order to locate and utilize appropriate materials. Collaboration with peers is crucial for students to successfully accomplish their objectives. Engaging in such activities can foster the development of students' social character since it requires them to possess effective communication skills, interact with others, and collectively address challenges. Project-based learning plays a crucial role in fostering student character development.⁶

Enhanced student proficiency

Project-based learning can increase students' skills in numerous areas, such as critical thinking skills, problem-solving skills, communication skills, teamwork skills, and entrepreneurial skills. Project-based learning helps increase students' critical thinking skills since students are required to think critically when completing projects. Students are required to possess the skills of problem identification, information gathering, information analysis, and decision-making. This fosters students' ability to engage in critical thinking both in their academic

pursuits and in their daily lives. Project-based learning helps increase students' problem-solving skills because students are required to tackle challenges in completing projects. Students are required to possess the ability to recognize issues, formulate remedies, and evaluate the effectiveness of those remedies. This enhances students' ability to solve difficulties both in academic settings and in their daily lives.

Project-based learning fosters the development of students' communication skills since it necessitates their engagement in conversation with others while accomplishing projects. Students must possess the ability to effectively communicate through spoken, written, and visual means. This enhances students' ability to effectively communicate both in educational settings and in their daily lives. Project-based learning fosters the development of students' collaboration abilities since it necessitates their cooperation with peers to successfully accomplish tasks. Students should possess the ability to effectively communicate, cooperate, and collectively resolve difficulties. This makes kids more equipped to cooperate collaboratively in the classroom and in everyday life. Project-based learning fosters the development of students' entrepreneurial skills by necessitating their role as entrepreneurs in the completion of projects. Students are required to possess the skills to strategize, execute, and assess projects. This makes kids more capable of being entrepreneurs in learning and in everyday life. Enhancing student skills through project-based learning is a significant advantage of this approach.⁷

Negative effect

The project requires an extended duration of time

Compared to traditional learning, project-based learning requires more time to complete. Project-based learning engages students in a multifaceted process that encompasses planning, execution, and project assessment. The project planning process necessitates a period for students to ascertain issues, formulate objectives, and construct operational strategies. The project implementation process necessitates a period of time during which students must acquire information, fulfill assignments, and produce a final result. The project evaluation process necessitates a

period of time for students to engage in introspection regarding the project process and outcomes.

The duration of project-based learning can vary based on factors such as the intricacy of the project, the availability of resources, and the students' abilities. Nevertheless, project-based learning typically requires a greater amount of time compared to traditional learning. This task can be difficult for educational institutions with restricted time constraints. These educational institutions may need to modify their curriculum in order to support project-based learning. Educational institutions can partition assignments into more manageable segments that students can finish within shorter timeframes. In addition, schools can collaborate with parents and communities to provide the necessary resources for project-based learning. Parents can assist students in collecting information or finishing homework, as an illustration. The community can offer the necessary facilities or resources to accomplish the project. By implementing effective organization and cooperation, educational institutions may successfully address time constraints and deliver high-quality project-based learning experiences to students.⁸

Increased resource demands

Project-based learning necessitates increased resources, including equipment, materials, and time. Project-based learning engages students in a multifaceted process that encompasses planning, execution, and project assessment. The necessary equipment and materials for project-based learning can vary based on the specific project selected. Projects that include scientific study often necessitate the use of equipment such as microscopes, computers, or laboratories. Art projects necessitate resources such as paint, brushes, and paper. The duration of project-based learning might also vary depending on the intricacy of the project. Elaborate undertakings may necessitate a longer duration for completion and demand additional resources. This task can pose difficulties for educational institutions with limited resources. These educational institutions may need to modify their curriculum in order to support project-based learning. For instance, educational institutions

have the option to select initiatives that necessitate a reduced allocation of resources. In addition, schools can collaborate with parents and communities to ensure the provision of necessary resources for project-based learning. Parents have the option to contribute equipment or materials, as an illustration. The community can offer the requisite space or equipment to accomplish the project. By implementing effective strategic planning and fostering strong teamwork, educational institutions can successfully surmount resource constraints and deliver high-quality project-based learning experiences to students.⁹

Enhanced teacher proficiency

Project-based learning necessitates elevated teacher proficiency in the areas of project conception, execution, and evaluation. Project-based learning engages students in a multifaceted process that encompasses planning, execution, and project assessment. Teachers who employ project-based learning must possess robust planning abilities in order to create impactful projects. The abilities encompass the capacity to: establish project goals and objectives; choose a topic or issue that is engaging and pertinent to students; devise a practical project plan that considers the resources at hand; and assemble the necessary materials and resources for the project. Teachers who employ project-based learning must possess proficient implementation abilities to assist students in successfully accomplishing projects. These skills encompass the capacity to: mentor students in the strategic development and execution of projects; offer constructive criticism and assistance to students; and address challenges or barriers that students may face. Teachers that employ project-based learning must possess proficient evaluation skills to evaluate student advancement and achievements. The skills encompass the capacity to: establish unambiguous and pertinent evaluation standards; gather dependable and valid evaluation information; and scrutinize evaluation data to arrive at well-informed judgments. This task may pose difficulties for educators who are unfamiliar with project-based learning. These educators may require

training or assistance to cultivate the necessary competencies for proficiently executing project-based learning.¹⁰

4. Conclusion

The Merdeka Belajar program promotes project-based learning as an educational innovation. Project-based learning (PBL) is an educational method that engages students in actively resolving intricate problems or doing projects. PBL has the capacity to enhance the caliber of education, foster student aptitude, and cultivate student character. Problem-based learning requires a greater amount of time to be fully accomplished compared to standard learning methods. This is due to the fact that PBL engages students in a more intricate procedure. PBL necessitates increased resources, including equipment, materials, and time. This is due to the fact that PBL engages students in a more intricate procedure. Teachers that utilize PBL must possess advanced abilities in project planning, execution, and evaluation. This is due to the fact that PBL engages students in a more intricate procedure. To surmount these hurdles, meticulous planning and comprehensive support are required. Schools must modify the curriculum and furnish the necessary resources for PBL. Teachers require training or support in order to cultivate the necessary skills for the efficient implementation of PBL.

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