ABSTRAK

MAU'IZHATURRAHMI. Analisis Kendala Penerapan Pembelajaran Berbasis *Project-Based Learning* di Tk Al-Kautsar Saalanga. Skripsi. Medan: Fakultas Ilmu Pendidikan. Universitas Negeri Medan. 2026.

Penelitian ini bertujuan untuk menganalisis kendala dalam penerapan *Project-Based Learning* di TK Al-Kautsar Samalanga. Penelitian ini berfokus pada tiga hal, yaitu (1) kendala pada saat pelaksanaan PjBL pada tahap permulaan. (2) kendala pada saat pelaksanaan PjBL pada tahap pengembangan, (3) kendala pada saat pelaksanaan PjBL pada tahap penyimpulan. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus deskriptif. Data dikumpulkan melalui observasi dan wawancara. Data dianalisis secara deskriptif melalui tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kendala terjadi pada tahap permulaan, pengembangan, dan penyimpulan. Kendala tersebut meliputi penyusunan pertanyaan esensial yang belum optimal, keterlibatan anak dalam perencanaan proyek yang masih terbatas, manajemen waktu yang kurang efektif, pemberian *Scaffolding* yang belum konsisten, serta pelaksanaan refleksi dan evaluasi yang belum terstruktur. Oleh karena itu, disimpulkan bahwa keberhasilan implementasi PjBL memerlukan penguatan kompetensi guru dalam perencanaan, pendampingan, pengelolaan waktu, serta evaluasi pembelajaran secara berkelanjutan. Penelitian ini diharapkan dapat menjadi referensi bagi guru PAUD dalam menerapkan pembelajaran Project-Based Learning.

Kata Kunci : Pendidikan Anak Usia Dini, *Project-Based Learning*, kendala pelaksanaan, kendala guru

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ABSTRACT

MAU'IZHATURRAHMI. An Analysis of Challenges in Implementing *Project-Based Learning* at Al-Kautsar Kindergarten Samalanga. Skripsi. Medan : Faculty of Education. State University of Medan. 2026.

This study aims to analyze the challenges in implementing *Project-Based Learning* at Al-Kautsar Samalanagan Kindergarten. This research focuses on three things, namely: (1) challenges in the initial phase of PjBL implementation. (2) challenges in the development phase of PjBL implementation. (3) challenges in the evaluation phase of PjBL implementation. The study employed a qualitative approach using a descriptive case study design. Data were collected through observation and semi-structured interviews. Data were analyzed descriptively through the stages of data reduction, data presentation, and drawing conclusions. The results showed that challenges occurred during the initial, development, and evaluation phases. These challenges included the formulation of essential questions that were not yet optimal, limited child involvement in project planning, ineffective time management, inconsistent provision of *Scaffolding*, and unstructured reflection and evaluation. "Therefore, it can be concluded that the successful implementation of PjBL requires strengthening teachers' competencies in planning, guidance, time management, and continuous learning evaluation. This study is expected to serve as a reference for early childhood education teachers in implementing Project-Based Learning.

Keywords : Early Childhood Education, Project-Based Learning, Implementation Challenges, Teacher Challenges

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