Indonesian Journal of Education (INJOE) e-ISSN: 2810-059X
Vol. 5 No. 3, August 2025, pages: 472~482

IMPLEMENTATION OF THE 2025 PROJECT-BASED AND DIGITAL LITERACY CURRICULUM: OPPORTUNITIES, CHALLENGES, AND ITS IMPACT ON STUDENT ADAPTABILITY IN THE GLOBAL ERA

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Abstract

The implementation of the 2025 project-based and digital literacy curriculum marks a major transformation in Indonesia's education system to address the challenges of globalisation and technological acceleration. This study aims to examine in depth the opportunities and challenges that arise in the implementation of this curriculum, as well as to analyse its impact on students' adaptability. Through the strengthening of project-based learning, students are encouraged to be active, collaborative, creative, and able to think critically in solving real-world problems. The integration of digital literacy enables students to access, understand, and utilise technology productively and ethically. However, the implementation process faces obstacles such as infrastructure gaps, limited teacher competencies, and cultural resistance to change. The study findings indicate that this curriculum has the potential to enhance students' adaptability, digital literacy, and character, although it still requires sustained support, intensive training, and strengthened collaboration among stakeholders. This research recommends synergy between schools, the government, and the community to ensure the success of curriculum reform and students' readiness to face the dynamic global era.

Keywords: Curriculum 2025, project-based learning, digital literacy, student adaptability, educational challenges, global opportunities.

Introduction

The 2025 Curriculum marks a new chapter in Indonesia's educational journey. Since independence, the national education system has undergone continuous transformation to adapt to societal changes and global demands. Previous curricula such as the 1947 Curriculum, the 2013 Curriculum, and the Merdeka Curriculum laid the foundation for more innovative approaches in the world of learning. The implementation of the 2025 Curriculum demonstrates the government's commitment to providing education that is relevant, adaptive, and capable of addressing the challenges of an increasingly dynamic era (Suroso et al., 2021) ; (Paramita et al., 2025) .

Unlike previous curricula that emphasised basic knowledge and memorisation, the 2025 Curriculum promotes the concept of *deep learning*. This concept emphasises deep understanding, character building, and the application of knowledge in real life. One of the distinctive features of the 2025 Curriculum is the integration of project-based

learning and digital literacy across all levels of education, from early childhood education (PAUD) to senior high school (SMA/SMK) (Kusmawan et al., 2025) .

The background to the creation of the 2025 Curriculum is the result of an in-depth evaluation of the implementation of previous curricula. This evaluation showed that a learning model that focuses solely on academics is not sufficient to prepare young people to face global challenges, especially in an era of digital uncertainty. Curriculum renewal is a strategic step to ensure that students have strong academic competencies as well as relevant adaptive skills (Akib, 2020) .

The main focus of the 2025 Curriculum includes strengthening the Pancasila Student Profile, improving digital literacy, and deepening various important *soft skills* such as communication, collaboration, creativity, and critical thinking skills. As a result, education in Indonesia is expected to produce graduates who are not only intellectually intelligent but also character-driven, morally upright, and capable of adapting to the rapid pace of global change. (Sudarmo et al., 2021) ; (Hendriarto et al., 2021) ; (Kristiyuana et al., 2025) .

Project-based *learning* is an important pillar in the implementation of the 2025 Curriculum. Through this approach, students are encouraged to actively engage in challenging and meaningful activities, develop problem-solving skills, and collaborate in interdisciplinary teams. On the other hand, digital literacy serves as a foundation to prepare students to face the challenges of the rapidly evolving technological era, both as users and creators in the digital world (Hidayah & Rahmawati, 2022) .

The combination of project-based learning and digital literacy in the classroom is believed to maximise students' potential, foster creativity and innovation, and broaden students' global perspectives. This is in line with the demands of the modern workplace and society, which increasingly require individuals to be *lifelong learners* and continuously adapt to changes in their environment ( ) (Prastowo, 2023) .

However, the implementation of the 2025 Curriculum also presents various challenges that must be managed properly. One of the main challenges is the readiness of teachers in understanding new concepts, mastering digital technology, and designing and managing effective project-based learning (Sari & Anwar, 2024) . Many teachers in the field feel the need for ongoing training and mentoring to effectively translate the curriculum into classroom practice. The availability of technological infrastructure is also a critical issue. The gap in internet access and digital devices, particularly in 3T areas (Frontier, Outer, and Underdeveloped), can hinder efforts to integrate digital literacy into learning. The government has designed a transition period and flexibility to ensure that curriculum changes can be implemented gradually according to the readiness of each educational institution. (Aslan, 2019) ; (Aslan & Hifza, 2020) ; (Aslan et al., 2019) ; (Aslan & Setiawan, 2019) .

Public response to the implementation of the 2025 Curriculum has been mixed. Some are optimistic that these changes will improve the quality of national education

and foster the creation of a generation that is adaptive, creative, and able to compete at the global level. However, there are also many who highlight potential obstacles, particularly related to the readiness of human resources and school infrastructure (Setiyorini, 2023) .

Interestingly, the 2025 Curriculum also provides schools with the freedom and flexibility to develop learning in accordance with the needs and characteristics of their students. This update is in line with the goal of creating inclusive and relevant education that is " ," where every child has the opportunity to develop optimally according to their potential and the times.

The impact of implementing project-based curriculum and digital literacy has begun to be felt in several pilot schools. Students appear more active, have a high level of curiosity, and are able to work together to solve real-world problems. These positive effects indicate that adaptive education is capable of fostering students' character to compete in the global era of " " (Maulidina, 2024) .

Ultimately, the main objective of this curriculum change is to develop Indonesian human resources who are excellent, have integrity, adaptability, and are able to respond to global changes with agility and confidence. The implementation of the 2025 Curriculum is expected to become a solid foundation for transformative and progressive education in the future.

Therefore, research on the implementation of the 2025 Curriculum based on projects and digital literacy is very important. This research is expected to provide a comprehensive picture of the opportunities and challenges of this curriculum in the field, as well as assess the extent of its impact on students' adaptability in a global era full of technological disruption and social change.

Research Method

The research method used in this study is a literature review method, where the entire analysis and discussion process is based on tracing and critically reviewing various literature sources, such as books, scientific journals, policy documents, and articles related to the implementation of the 2025 project-based and digital literacy curriculum. With this approach, the research focuses on collecting relevant secondary data, synthesising findings from previous studies, and identifying opportunities, challenges, and the impact of the curriculum on students' adaptability in the global era through comparative and interpretative analysis of the available literature (Eliyah & Aslan, 2025).

Results and Discussion

Implementation of the 2025 Project-Based and Digital Literacy Curriculum in Schools

The 2025 Curriculum marks an important milestone in the transformation of education in Indonesia, prioritising *project-based* learning (*PjBL*) and digital literacy in response to the needs of the 21st century and global competition. This curriculum

revision aims to produce adaptive, creative, and skilled learners who can use digital technology ethically and productively (Sya'adah & Arief, 2023) .

The main change in the 2025 Curriculum lies in a deeper orientation towards applied learning. The PjBL model not only encourages a more contextual understanding of the material, but also builds critical thinking skills, cooperation, and responsibility among students in solving real problems in their environment (Sukmawati, 2024) .

Digital literacy concepts are integrated into all subjects, from technology introduction to critical thinking in evaluating digital information, as well as online safety and ethics practices. Students are trained to be able to select, use, and create digital information wisely.

The implementation of project-based learning involves stages of identifying real-world problems, designing projects, executing them, presenting the results, and reflecting on the process. Concrete examples at the primary school level include projects such as creating a school garden, writing children's stories, or simulating flood mitigation; at the junior high and high school levels, students can develop simple applications, conduct digital science experiments, or create social campaigns through multimedia (Rahmadayanti & Hartoyo, 2022) .

Teachers play a central role in this transformation. They are required to not only be facilitators, but also innovators of learning. Efforts to strengthen their capabilities are carried out through training, mentoring, and learning communities to ensure mastery of modern pedagogy, digital literacy, and the use of various online learning platforms (Nugraha et al., 2021) ; (Hendriarto et al., 2021) .

In the classroom, technology integration is realised through the use of software (e.g. Word, Excel, Google Docs, Canva), digital content creation (presentations, videos, blogs), as well as portfolio-based assessment and collaborative projects. Interactive platforms such as Kahoot and Padlet are also used to encourage active student engagement. Meanwhile, in the realm of assessment, the 2025 Curriculum is transforming by emphasising project-based formative and summative assessments, replacing the dominance of written exams. Assessment is based on the process of collaboration, creativity, problem-solving, and the quality of students' work. This system enables students' potential and skill development to be revealed more comprehensively (Rahman & Lestari, 2023) .

Digital literacy is implemented through special classes, thematic lessons, and integration into daily learning. Students are taught everything from device usage, healthy information searching, screen time management, to social media management and privacy protection. Introduction to coding and data science has even begun to be implemented at the primary and secondary levels (Salsabila, 2025) .

The main challenges to implementation in schools include the readiness of human resources (teachers), technological infrastructure, and digital gaps between regions. Urban areas are generally better prepared due to the availability of

infrastructure and access to training, while 3T areas still face obstacles in terms of connectivity, devices, and teacher competence in the digital realm (Putra, 2022) .

The digital divide is a critical focus. Solutions are being developed through the National Digital Literacy Programme, ongoing teacher training, and the gradual provision of devices and internet access across all schools. Collaboration between the government, the private sector, and schools is being intensified to reduce disparities.

In terms of character development, PjBL and digital literacy strengthen the Pancasila Student Profile by fostering the values of mutual cooperation, independence, and resilience and adaptability ( ). Students are conditioned to work in teams across interests and skills, resolve conflicts, and make decisions based on data and evidence ( ) (Sakti & Rosyid, 2020)).

The implementation of the new curriculum opens up significant opportunities, such as expanding access to global knowledge, sharpening creativity and innovation, and enhancing students' readiness to compete in the digital workplace. The learning experience becomes more meaningful, enjoyable, and responsive to changes in both social and technological environments (Fatoni et al., 2024) .

However, resistance sometimes arises, mainly from teachers or parents who do not fully understand the benefits and mechanisms of project-based learning and the demands of digital literacy. Therefore, intensive communication and involvement of all parties are needed to ensure the success of the curriculum transition.

Regular evaluations are conducted through routine monitoring, collection of best practices, and collaborative reflection among all stakeholders. These assessments are used to adjust strategies, enhance training, and accelerate the replication of innovations to other schools (Nurlia, 2022) .

Looking ahead, strengthening digital security, improving local literacy content, adapting community-based learning materials, and developing a culture of lifelong learning remain key priorities. All these steps are aimed at ensuring that Indonesian students become the vanguard of a creative, digitally literate, and strong-charactered global generation.

As such, the implementation of the 2025 Curriculum, which is project-based and digitally literate, brings about a profound and sustainable paradigm shift in national education. Project-based education and digitalisation are strategic foundations for fostering adaptive, innovative, and globally ready learners in an increasingly dynamic era of globalisation.

Opportunities and Challenges Faced in Its Implementation

The implementation of the 2025 project-based and digital literacy curriculum provides a great opportunity to drive the transformation of Indonesian education towards a more relevant and adaptive direction in line with the needs of the times. Project-based learning encourages the development of 21st-century skills, such as

critical thinking, creativity, collaboration, and communication, so that students are better prepared to face changes in the future. The inclusion of digital literacy in the curriculum also provides students with the opportunity to understand and utilise information technology responsibly and productively, both as users and creators in the digital age (, 2021) .

The flexibility provided by this latest curriculum gives teachers and schools the opportunity to develop contextual learning models that are tailored to the characteristics and needs of students. This model enables students to be more active, independent, and have access to diverse learning materials through digital platforms. The optimal use of technology also accelerates the exchange of information among teachers and schools, as well as promotes the sharing of best practices on a larger scale across Indonesia. (Syamsuri et al., 2021) ; (Eliyah et al., 2021) .

On the other hand, opportunities for collaboration with industry, the business world, and communities further expand students' learning experiences. Real-world projects bring students closer to relevant job skills and challenges, giving them the opportunity to hone their adaptability and innovation skills from an early age. The strengthening of character values, such as cooperation, responsibility, and honesty, can also develop naturally through teamwork practices in project-based learning ( ) (Wati & Suryani, 2021) .

The use of digital literacy enriches learning methods, whether through interactive content, simulations, or hands-on practice using educational software. Students learn to manage information, search for valid data, or create creative digital content, which is very important amid the rapid flow of global information. Strengthening critical thinking and digital ethics skills is also an integral part of shaping a technologically literate generation (Lestari, 2023) .

However, the success of implementation faces fundamental challenges, including the readiness of technological infrastructure. Many schools, especially in remote and 3T areas, are still constrained by limited access to the internet, computers, and stable electricity. These limitations have led to disparities in the quality of education between developed and underdeveloped regions, resulting in many students still not reaping the full benefits of digital literacy and project-based learning (Indrawan & Mulyadi, 2025) .

Teacher competence is also a crucial factor. Many teachers still require intensive training in technology utilisation, project development, and paradigm shifts in teaching from traditional models to active and collaborative learning. Lack of control and limited training make some teachers hesitant to take the initiative to innovate or still stuck in old teaching patterns (Astuti & Pramudito, 2025) .

Another challenge arises from school culture and society, which have not yet fully accepted digital learning. Some parents still view technology as merely entertainment, while collaboration between schools, families, and communities has not

been optimally established to support project-based education and digitalisation (Syahputra & Nirmala, 2023) .

Resistance to change also occurs in schools. The implementation of project-based learning and assessment methods is often considered troublesome because it requires careful planning, authentic evaluation tools, and considerable time support. In addition, administrative pressure and academic demands can cause teachers to focus solely on cognitive aspects and neglect the formation of adaptive character (Pratama, 2024) . The digital learning resource gap remains significant, with many regions lacking access to quality online modules, electronic libraries, or digital question banks. Limitations in service provision and the cost of acquiring devices further burden schools with limited resources. Collaborative efforts between the government, private sector, and educational communities are crucial to narrowing the gap (Hasan et al., 2021) .

From the students' perspective, low digital literacy poses new challenges, such as the ability to search for and verify valid information, screen time management, and understanding the dangers or risks in the digital world. Students need to be guided so that they do not get caught up in passive consumption or credible information, and they need to be taught digital ethics from an early age.

Authentic assessment in project-based and digital learning requires comprehensive and objective measurement tools and instruments. Many teachers still find it difficult to conduct assessments that truly capture the learning process and products of students in their entirety. Evaluation must also be able to appreciate creativity and the collaborative process, not just the final results. Additionally, the time required to implement projects often does not align with the core curriculum. Not all subjects are easily integrated into digital projects within the constraints of the learning schedule, especially when supported by a limited number of teachers or those who are overworked. (Nisa et al., 2021) ; (Hamid, 2022) .

A broader learning community and network of good practices must be strengthened to accelerate the adoption of this model. Schools cannot work alone, but need government support in training, monitoring, and a system of rewards for innovation. The government can utilise innovation banks, digital project competitions, and learning design sharing forums as national collaboration strategies (Suroyo, 2023) .

Investment and budget sustainability in device maintenance, application updates, and human resource training remain real challenges. Often, digital devices and networks do not receive optimal maintenance due to limited operational funds, thereby shortening the useful life of digital transformation in schools (Hermawan, 2021) . To address these challenges, strengthening strategies are implemented through infrastructure development, sustainable teacher training programmes, the creation of contextually relevant digital content, and the establishment of collaborative networks with various stakeholders, including the private sector and civil society organisations. A

multi-stakeholder support framework will enhance the sustainability of digital education transformation in the future (Fitri, 2023) .

Ultimately, the opportunities and challenges in implementing the 2025 project-based and digital literacy curriculum will trigger national educational innovation. The key to success lies in the synergy between schools, teachers, students, parents, the government, and the wider educational community. With holistic support and continuous adaptation, this curriculum reform is expected to strengthen the competitiveness and readiness of the younger generation to face a dynamic and challenging global era.

Conclusion

The implementation of the 2025 project-based and digital literacy curriculum brings strategic transformation to Indonesian education. This curriculum opens up great opportunities for strengthening 21st-century skills, such as creativity, collaboration, critical thinking, and digital literacy that is adaptive to global changes. Through project-based learning, students not only gain knowledge but also contextual experience in solving real-world problems. This innovation is supported by the integration of technology and the involvement of various stakeholders, making the learning experience more flexible, enjoyable, and relevant to address the challenges of the future workplace and society.

On the other hand, the implementation of this curriculum presents many challenges, particularly in terms of infrastructure readiness, teacher competence, and digital access gaps between schools. Many schools in 3T areas still experience limitations in terms of equipment, internet access, and adequate training. In addition, the process of adapting to new assessment models, collaborative learning cultures, and the use of technology requires changes in the work culture within schools. These challenges must be addressed collaboratively through sustained investment, intensive training, and active engagement of the community and the business sector to ensure that the potential of the curriculum is fully realised.

Overall, the impact of the 2025 Curriculum on students' adaptability in the global era is beginning to be felt through increased interest, motivation, and independent learning abilities among students. Students are learning to work in teams, think critically, and utilise technology productively and ethically. However, the success of this reform heavily depends on policy synergy, resource readiness, and sustained commitment from all stakeholders. If challenges are addressed with the right strategies, the 2025 Curriculum can become an important foundation for Indonesia's future generation to be outstanding, adaptable, and globally competitive.

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