

Project-Based Learning, Small Movements For Extraordinary Results (Kancil Halu) At PAUD Agripina Surabaya

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Abstract: *Providing the right stimulus in early childhood affects all aspects of child development, including religious and moral values, language, cognitive, social-emotional, physical, motor and art. One way to provide the right stimulation so that children's growth and development can be optimal is to carry out project-based learning. This study aims to describe and analyze research findings related to the process of applying the project-based learning model in early childhood in learning activities. This study uses a qualitative descriptive research method. This research was carried out at Agripina Kindergarten Surabaya with research data sources consisting of two classroom teachers and 20 students of Agripina Surabaya Kindergarten. Data collection techniques used observation and documentation, as well as data analysis using Miles and Huberman models. The application of the Project-based Learning learning model in early childhood provides an opportunity for children to process their knowledge in each project-based learning, and can stimulate children's abilities so that they can improve their ability to solve a problem in each project. Evaluation of child development in project-based learning is carried out by observing each activity carried out and the child's perspective on the project designed by the educator.*

Keywords: *PBL, Small, Movement, Extraordinary, Kancil Halu*

Abstrak: *Pemberian rangsangan yang tepat pada masa kanak-kanak awal memengaruhi semua aspek perkembangan anak, termasuk nilai-nilai agama dan moral, bahasa, kognitif, sosial-emosional, fisik, motorik, dan seni. Salah satu cara untuk memberikan rangsangan yang tepat agar pertumbuhan dan perkembangan anak dapat optimal adalah dengan menerapkan pembelajaran berbasis proyek. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis temuan penelitian terkait proses penerapan model pembelajaran berbasis proyek pada masa kanak-kanak awal dalam kegiatan pembelajaran. Penelitian ini menggunakan metode penelitian deskriptif kualitatif. Penelitian ini dilakukan di Taman Kanak-kanak Agripina Surabaya dengan sumber data penelitian yang terdiri dari dua guru kelas dan 20 siswa Taman Kanak-kanak Agripina Surabaya. Teknik pengumpulan data yang digunakan adalah observasi dan dokumentasi, serta analisis data menggunakan model Miles dan Huberman.*

Kata Kunci: *PBL, Perkembangan, Optimal, Anak, PAUD*

Introduction

Early childhood is the age of children ranging from birth to six years old (0-6 years) with a fairly rapid growth and development process. At the age of 0-6 years, the absorption ability is very high, so what is taught can affect his growth and all information can be well received by the child. During this period, children experience physical growth, cognitive, affective, and psychomotor development, so that they can form the basic foundation for learning and interacting with their environment. Therefore, early childhood or called the *Golden Age* is the age of growth and development of children where early childhood facilitates the absorption of information or learning provided by parents or educators. Early childhood is the age of a group of children who are in a unique growth and development process. Providing stimuli to children has an important role in the process of increasing children's growth and development of cognitive, affective, and psychomotor functions. Stimulation given from an early age can affect brain development so that it can produce hormones needed in its development. This is strengthened by the results of Pertiwi's research that the provision of stimuli in early childhood affects children's cognitive development. Bredecam & Copple, Brener, and Kellough in Masitoh stated that there are various studies related to the nature of early childhood, especially kindergarten children, including children are unique, children express their behavior relatively spontaneously, children are active and energetic, children are egocentric, children have strong curiosity and enthusiasm for many things, children are exploratory and adventurous, Children are generally rich in fantasy, children are still easily frustrated, children still lack consideration in acting, children have short attention spans, childhood is the most potential learning period, and children increasingly show interest in friend. Early childhood education is a basic education as a coaching effort through the provision of stimuli intended for children from birth to the age of six years. Early childhood education aims to foster the knowledge, skills, and attitudes taught to children from birth to the age of 6 years to prepare them to enter further education. It is strengthened by the National Education System Law Number 20 of 2003 in Article 1 Paragraph 14 that "early childhood education is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education." Meanwhile, in Article 28 Paragraph 3 that "childhood education on the formal path is in

the form of Kindergarten (TK), Raudathul Athfal, or other forms."Kindergarten is one of the formal education

organized by facilitating the growth and development of children as a whole in the aspect of children's personality, in line with the opinion expressed by Anderson, *"Early childhood education is based on a number of methodical didactic consideration the aim of which is provide opportunities for development of children's personality"* ,

The implementation of early childhood education, especially in kindergarten, must facilitate children with various activities that can help develop cognitive, social, psychomotor, language, emotional, and artistic aspects. Kindergarten is a form of formal education for early childhood as a forum for the process of child growth and development through the learning activities held. The principles in early childhood learning include that children have age readiness, physical ability, mental and emotional maturity, learning is packaged in the form of play while learning, and learning that involves children. In line with the opinion conveyed by Susanto, the concept of learning in early childhood is learning by playing, involving children in learning, while parents and educators play the role of facilitators so that children have freedom to express their imagination, creativity in thinking, and can stimulate children to think critically. Based on the level of education that applies in Indonesia, newborns, infants, play groups, kindergartens, and elementary schools in the lower classes are early childhood groups.

In the era of globalization, education is a prerequisite in facing dynamic changes and progress in various aspects of life. Therefore, the development of the education sector must be a top priority. Various challenges that arise in the field of education as a result of technological developments, so that it requires kindergarten teachers to improve their competence in learning management, of course this will have a positive impact on improving the quality of the learning process. There are six aspects that are developed in early childhood, including religious and moral values, language, cognitive, social-emotional, physical, motor and artistic values. The provision of the right stimulus in early childhood affects all aspects of child development, such as the ability to think critically and the ability to solve a problem, because in early childhood there is the ability to form a soul that spontaneously forms itself, so that the teacher provides a learning that must be in accordance with the stage of development. One way to provide

the right stimulation so that children's growth and development can be optimal is to carry out *project-based learning* (PjBL). In the application of education, the targets for children and adults are certainly different because the nature of early childhood in *the golden age* encourages children to try new things, have high memory and sensitivity to their social environment. Early childhood learning is a combination of various human elements, facilities, equipment, and procedures that influence each other to achieve learning goals.

Project-based learning is a project-based learning model that is applied in child-centered learning, so that this learning model will produce a product or solution from the project provided by the teacher. The results of Zebada's research are that the application of learning with the topic of strengthening the profile of Pancasila students with the *Project-based Learning learning model*, the issue raised in the project "Kancil Halu (Small Movement for Extraordinary Results)" is the deterioration of the condition of the earth where we live. This project was chosen because of the need to raise awareness that there is only one earth, only the earth we live on, about the importance of a sustainable lifestyle, which starts from a small movement but produces an extraordinary impact for the survival of our earth. Although there have been many movements and policies on the use of plastic and other hazardous waste,

However, garbage still accumulates and even increases every year. It takes movement from all parties and all circles, early childhood also needs to take part in saving this earth, because they will continue this action and children must be made aware and formed their character from an early age. In this project, students are invited to love and care for nature and the nearby environment, namely the school by finding out how to protect nature and the school environment, and then students take action to reduce waste in cooperation through the 5R (Refuse, Reuse, Reduse, Recycle, Repair) movement

At the end of the activity, the teacher reviewed the activities that had been carried out, critical questions of the children arose. The difference between this research and this study is that the results of the study show that *project-based learning* can explain how the process of implementing *project-based learning* in project activities in this case raises the theme of kancil halu. Meanwhile, the results of this study show that the implementation process of learning to get to know 5R management well through a *project-based learning model*.

In the application of *the project-based learning* model, teachers should give basic questions to children as an effort by the teacher in stimulating children. That is, by

asking this fundamental question, the teacher seeks to stimulate the child's thinking ability so as to produce a response or solution that is referred to as the result or output of the child's thinking ability. The *project-based learning* (PjBL) learning model provides opportunities for children to process their knowledge in each project-based learning, and can stimulate children's abilities so that they can increase conceptual understanding and can improve their ability to solve a problem in each project. Evaluation of child development in project-based learning is carried out by observing each activity carried out and the child's perspective on the project designed by the educator.

Based on the author's observations, the implementation of learning at Agripina Surabaya Kindergarten has not been carried out in a structured manner using *the project-based learning model*. Therefore, the author conducted a study on the application of *the project-based learning model* in early childhood to describe and analyze research findings related to the process of applying *the project-based learning model* in early childhood in learning activities to know the type of clothing. The application of learning through *Project-based Learning* will trigger children's enthusiasm to find and find solutions to what they learn independently so that they can build the enthusiasm of the children of Agripina Surabaya Kindergarten to learn because they grow a sense of responsibility for what is chosen as a material for learning, as well as contribute to developing scientific studies related to the application of *the project-based learning model*.

METHODS

The method used is qualitative research. Describeing, describing, explaining, explaining and answering problems in detail is a characteristic of this method. This research is carried out by studying an event in more depth and as much as possible and the results of the activity are presented in the form of a narrative then grouped according to the actual situation and circumstances of an object for the purpose of drawing conclusions. Researchers want what is obtained in this study to be a real event. This is also the basis for choosing the method used. The research was carried out directly in the field with the purpose of research so that it is feasible to use the method.

The main data sources in qualitative research are obtained in a natural setting. The data sources in this study are parties who provide in-depth information about the

implications of project-based learning theory in project activities to strengthen Pancasila student profiles. The data source from this study consisted of the principal, two classroom teachers, and 20 students. The data collection techniques used in this study are interviews, observations and documentation. In qualitative research, it was revealed that data collection was carried out in natural conditions, and data collection techniques were more in observation, in-depth interviews, and documentation.

The data analysis technique used by the researcher in this study is the data analysis of the Miles and Huberman model. Miles and Huberman in revealed that the activities in qualitative data analysis are carried out interactively and take place continuously until complete, so that the data is saturated. The data analysis activities are as follows:

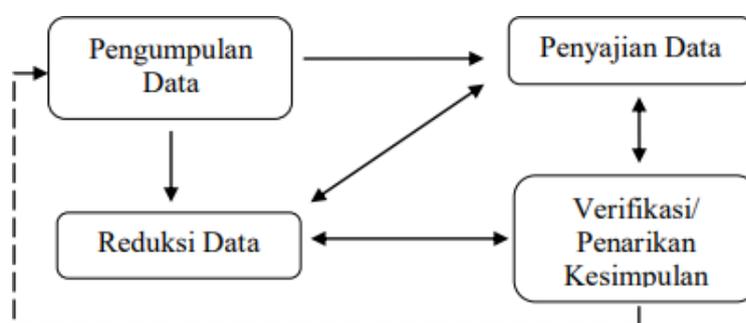


Figure 1. Data Analysis Techniques

RESULTS AND DISCUSSION

Project-based learning in order to strengthen the profile of Pancasila students with the topic of "kancil halu" is carried out for approximately four weeks starting from the pre-project development stage, the project development stage, and the closing stage, namely drawing conclusions. At this stage of pre-project development, the teachers discussed with the children to prepare the concept

activities to be carried out. The teacher gives a choice of what big themes can be done by children by explaining what activities can be done by children per theme. After that, the children determine the big theme to be worked on. The development stage carried out is to facilitate the child to explore the activities he chooses, solve problems and the child's sense of curiosity, the teacher will document and reinforce in this stage. The final stage is conclusion, namely reflection and ensuring that new knowledge is obtained by the child, this stage can be done by teachers by demonstrating their work and telling the results of their work and experiences when doing projects. The results of the interview with the principal stated that he was very proud of the innovations that had been made

by teachers, character cultivation according to the Pancasila student profile could be realized with fun project activities, so that it was hoped that children from an early age would know a sustainable lifestyle.

During the interview with the class teacher, the teacher was very proud of the children's independence, without any invitation even the teacher did not tell them, they collaborated with each other in this project. It looks like there are no children who are alone, everything is done together. According to the principal, if learning is carried out like this, the attitude of mutual cooperation, care and cooperation will appear, and if this is habituated, it will become a habit until later they grow up. New questions and children's curiosity about what they will do for tomorrow always arise when at the end of the learning is done.

According to Setyawan in Yulianingsih, students who are involved in project-based learning have a better understanding of the material. This is because students can remember information and be motivated to apply what they have learned in the form of products such as reports, essays and other writing assignments. The application of project-based learning is very helpful for students in improving learning outcomes because this learning model is interesting, challenging, can develop creativity and fun. In addition, it also encourages students to discover their own methods of acquiring knowledge and understanding through the production of personalized educational media for student success. Students in a project-based learning environment gain more flexibility in determining their learning focus, as well as in designing and executing their learning processes and assignments.

In addition, Rat notes that learners can benefit from engaging and meaningful learning through a project-based learning model. The characteristics of project-based learning include the following: (1) students make their own decisions about how to complete the tasks decided collectively; (2) students are taught to solve problems by finding various solutions; (3) students are encouraged to think critically, find solutions, work together, and interact with the surrounding environment; (4) students are responsible for finding and managing information independently; (5) conduct periodic evaluations during the project; and (6) students gain the opinions and perspectives of others as part of the project.

There are three phases of project-based learning implementation: (1) the pre-project development phase, where students identify and prepare the concept of the task to be worked on; (2) the project development stage, where students develop assignments given by educators and get work that has been mutually agreed; and (3) the project closing stage, where the student brings together the student's project results and is responsible for presenting them. In this case, project-based learning can be seen as an educational model that facilitates student learning through the provision of solutions and collaborative problem-solving. Learners in the project-based learning model can choose to work alone or in

small groups to solve problems. The existence of decisions, emphasis on issues or problems, constructive research or design, autonomy, realism, and equity are some of the concepts of project-based learning. Project-based learning requires several steps, including (1) presentation of problems, (2) planning, (3) scheduling, (4) project monitoring, (5) assessment, and (6) evaluation[18].

Through their work on a project, students can be actively involved through collaboration or cooperation. Learning through projects is learning that can develop students individually and in groups in the life of society, nation, and state. Project to Strengthen the Profile of Pancasila Students in the Independent Curriculum as a Solution for the Expression of Freedom of Learning While Playing To overcome the problems expressed [19] when learning in PAUD is only seen in writing, reading and arithmetic. This project will change the perception that the project provides children with opportunities to ask questions, plan investigations, conduct investigations, collaborate with friends, use media, draw conclusions and share results [20].

A student is not only limited to learning science/science but must use the knowledge he has in real life, this was expressed by Ki Hadjar Dewantara. The application of knowledge in real life/daily life, such as children praying before doing something, getting used to greeting, confident/daring to express thoughts/opinions, being able to do activities by cooperating, not being picky in making friends. , who is proud of his identity, is responsible for cleaning things after use, loves a challenge and has a fighting spirit/does not give up easily [21].

CONCLUSION

Project-based learning in order to introduce a sustainable lifestyle can be realized well and smoothly. Characters according to the Pancasila student profile appear when children are directly involved in the learning process, both from the beginning,

development and conclusion stages. From the local wisdom project, what emerges is faith in God Almighty and noble character, independent, creative, mutual cooperation and critical reasoning. Project-based learning that prioritizes children's involvement in learning activities can play a big role in providing stimulus to children so that their potential can be revealed and become a character that is formed from an early age. Project-based learning is important to always apply in activities. With project-based learning, learning activities will be more meaningful, fun and provide real experiences to children. The educator hopes that in the next activity, children have an impression on the process of the project so that it is useful for planting a stronger Pancasila dimension character when understanding and remembering the project process from the beginning to the end of the project instead of focusing on the finished product of the project. The limitation of this study lies in the research process. The author realizes that a study will definitely have many obstacles and obstacles. One of the obstacles that occurred was the research time. The learning time starting from 07.00-11.30 WIB must be shared with other activities. Not only used for project implementation, but also shared with other activities.

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