PROJECT BASED LEARNING : DEVELOPMENT OF EARLY CHILDHOOD ABILITIES

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Abstract

Project-based learning is a recommended educational style because it can encourage students to be critical thinkers, creative problem solvers, adept at solving problems, and knowledgeable about both everyday problems and abstract world issues. The purpose of this essay is to describe the use of project-based learning in the education of young children and the potential benefits of this type of instruction. The technique is library research, which involves gathering information from numerous works of literature and turning it into intelligible information. About the application-based, six-step PAUD implementation of project-based learning. Children's abilities in all areas of their development can be stimulated by the use of this learning technique.

Keywords : *Project based learning, Development of Early Childhood, Childhood Abilities*

Abstrak

Project based learning merupakan sebuah model pembelajaran yang direkomendasikan karena dapat menstimulasi anak untuk terbiasa dalam berpikir kritis, kreatif, terampil dalam menyelesaikan masalah, terampil dalam menghubungkan pengetahuan mengenai masalah-masalah, dan isu-isu dunia nyata. Penelitian ini berusaha untuk mendeskripsikan penerapan project based learning pada pendidikan anak usia dini dan kemampuan-kemampuan yang dapat dikembangkan melalui pembelajaran tersebut. Metode yang digunakan adalah library research dengan cara mengumpulkan data dari berbagai literatur kemudian dianalisis menjadi sebuah data yang informatif. Adapun penerapan project based learning di PAUD dilaksanakan dalam 6 langkah. Penerapan model pembelajaran ini dapat menstimulasi kemampuan anak pada seluruh aspek perkembangannya.

Keywords : *Project based learning, Pengembangan Anak Usia Dini, Kemampuan Anak Usia Dini*

A. INTRODUCTION

Early childhood education attempts to cultivate children's potentials from a young age as a means of preparing them for life and helping them adapt to their surroundings. Education for young children is different from that for older ones.

Early education must be tailored to the developmental stage and needs of the child, which entails creating activity-based learning opportunities like games and other enjoyable pursuits.

Education should be able to help children towards their development, both physically and mentally. Education is also able to be a process of changing children's attitudes and behaviors to become more mature (Fadholi et al., 2022). Development that is well stimulated will give birth to children's skills and abilities in doing things. Some aspects that can be developed significantly in early childhood according to Nuraini Sujiono, (2017) are personal awareness, emotional development, socialization, communication, cognition and motor perceptuality.

Children should be able to develop both physically and mentally with the aid of education. The skills and abilities of youngsters will emerge through well-stimulated development. Personal awareness, emotional development, socializing, communication, cognitive, and motor perceptual are a few areas that might develop considerably in early childhood, according to Yuliani (2013: 68).

Encouragement of youngsters to engage in problem-solving activities helps stimulate young children. Children's brains and muscles are used in these activities. Children can learn actively and absorb knowledge by doing it themselves. so that children's development in all areas should be effectively promoted.

Currently, educational professionals are working extremely hard to implement problem-based learning. This is due to the fact that problems in people's lives are becoming increasingly complex. Future-ready abilities must be taught to students, who represent the next generation of the country. Therefore, it is crucial to teach children problem-solving skills in both early childhood education and the wider world of education.

Project-based learning is one instructional strategy that can motivate students to engage in active learning, particularly in problem-solving. Demonstrating project-based learning to kids can help them develop their critical and creative thinking skills as well as their problem-solving and knowledge-connection abilities (Evi, 2020: 3). Many academic disciplines and educational levels can use this learning model. Project-based learning is another option that teachers have when trying to establish engaging and active learning for their students.

Project-based learning, according to Sara Lev et al (2020:3), differs significantly from the traditional learning model in which kids are frequently

compared to empty vessels that must be filled with the wisdom of adults who are regarded as more experienced. On project-based learning methods, students are urged to build their own knowledge through practical application and interpersonal interaction.

This study aims to present an overview of the capabilities that can be fostered in children through the use of a straightforward project-based learning paradigm in early childhood education.

B. RESEARCH METHODS

This study makes use of library research techniques by using library sources as its main research focus. As for data collection methods, they include documentation, content analysis, and source triangulation to validate the accuracy of the data.

C. RESULT AND DISCUSSION

1. Project-based instruction

A student-centered learning model is called project-based learning or project-based education (student centered). According to Tinenti (2018: 3), project-based learning entails giving students the chance to work independently, construct their own learning, and ultimately produce real, worthwhile, and realistic products. It also entails involving students in an activity to solve problems or complete other meaningful tasks.

Project-based learning, as defined by Thomas (2000:1), is learning that takes the form of assignments based on difficult questions or problems that require students to engage in design, problem-solving, decision-making, or investigative activities within a set time frame and result in a realistic product or presentation. Bell (2010: 39) makes the case in his research that this learning model is inquiry-based, which is consistent with this assertion. Under the guidance of the teacher, students are given research questions to answer. The results are compared to a project that will later be presented. According to him, the suggested 21st century learning model calls for pupils to learn communicatively and jointly during this class.

Cooper and Murphy (2016:29) distinguish between projects and project-based learning. Conventional assignments are teacher-focused tasks. The teacher also chooses the procedure and final product based on a set time. In contrast, project-based learning emphasizes the learner and fosters a student-centered

environment (student oriented). Pupils are expected to think critically, solve issues creatively, and create in order to prepare them for a world that is increasingly competitive on a global scale.

As can be inferred from the summary above, project-based learning is a method of instruction that can inspire students to be proactive, inventive, and creative in their approach to problem-solving. It can also teach students how to cooperate and communicate with peers to produce works, ideas, or ideas.

The implementation of project-based learning has several goals, including the following (Hosnan, 2014: 325): 1) for students to gain new knowledge and skills in learning, 2) to improve students' problem-solving abilities, 3) to encourage students to be more active in problem-solving complex problems with tangible results, 4) to develop and improve students' skills in managing resources/materials/tools to complete assignments, and 5) to improve collaboration skills among students.

The use of project-based learning in schools can help teachers more easily enhance their students' skills and abilities. Students are expected to gain problem-solving skills through project-based learning paradigms. Students will become accustomed to working professionally as a result, enabling them to best accomplish their learning goals.

2. Characteristics Project-based instruction

According to Hosnan (2014: 322), project-based learning implementation characteristics can be seen in students' conduct, which demonstrates: 1) Making independent decisions in a group 2) Handling unanticipated problems 3) Participate in the process design for problem-solving. 4. Think critically, communicatively, cooperatively, and independently. 5. Seek and manage information on your own. 6. Constantly conduct project evaluations. 7. Reflect on the project as it is being carried out to get results. 8) The project's final output may take the shape of documents, speeches, plays, or services. 9) the development of a tolerance for mistakes or flaws in product outcomes.

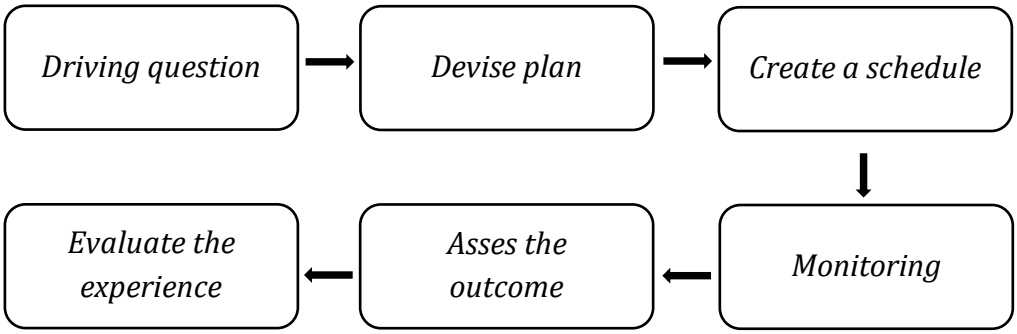
In contrast, Thomas (2000:22) recognized a number of traits of student behavior throughout the implementation of project-based learning, including social interaction and critical thinking. The skills of synthesizing, anticipating, generating, assessing, and reflecting are all parts of critical thinking. In contrast, social

participation behavior include cooperative conduct, intergroup awareness, intergroup instigation, and managerial behavior.

3. The actions Project-based instruction

Students participate in problem-solving activities and other relevant tasks as part of the project-based learning paradigm, which gives them the chance to work independently, create their own learning, and ultimately generate useful and realistic real-world products. Here is the model implementation project-based learning syntax (Steps) (Satrianawati, 2017:15).

Project based learning steps



a. Determination of the fundamental question (driving question). This phase serves as the teacher's first basis for establishing the direction and objectives of the learning outcomes or projects that the students must complete. In this instance, the teacher asks questions about the students' knowledge. The teacher can offer prompts or information in relation to the questions that will be asked in order to ensure that all students have the same understanding, knowledge, and experiences. This can be accomplished by displaying movies, providing examples, or encouraging students to witness something directly that is connected to the subject being posed. This stage of asking questions is crucial since it will serve as the foundation for students' project preparation.
b. Create a project plan (devise plan). The teacher must offer students enough time to build ideas for tackling these challenges, specifically in the form of creating projects, after posing questions as problems for them to solve. Together, the students will develop a plan for the project they will work on, how they will complete it, and how they will divide the tasks. The project in issue may consist of both products and services. This stage is crucial since it can help pupils finish the assignment.

c. Set a schedule (create a schedule). If project-based learning will take place over a long period of time, the timetable planning stage can be completed. one day plus one week, one month, one semester, or any other amount of time. Students therefore first set up a schedule so that the project may be finished in accordance with plan before beginning the project preparation procedure. In this situation, the instructor must first pay attention and take into account the projected time for finishing the job. Students should create a timetable of tasks to be completed while working on the assignment so that the time allotted by the teacher can be used as efficiently as feasible.
d. Monitoring (Monitoring). The progress of the projects that students are preparing for and working on is monitored by the teacher. In reality, students begin working on assignments based on planning strategies, carrying out tests, assessments, and modifications. If pupils need direction, teachers can give it to them. Therefore the teacher's only responsibility in this situation is to oversee student enthusiasm for the assignment. The teacher is not permitted to interfere with the assignment, not even by imposing his own ideas on the pupils' project. This is true because project-based learning's primary goal is to help students become better problem solvers.
e. Test outcomes (Asses the outcome). After the students successfully complete the project, this task is completed. The results of work processes or product quality are put to the test by the teacher. Depending on the best manner to promote the product to the general audience, this can be done through product presentations or demonstrations. The target audience can also be changed to suit the requirements, for example, to include students in one class or student guardians at specific events.
f. Evaluation (Evaluate the experience) (Evaluate the experience). As pupils submit their work, the teacher evaluates what they have produced. The teacher evaluates the students' work or product after observing it and making a determination about its viability. This serves as a gauge for the success of the student-produced outcomes and as a testing ground for future compilations of product enhancements.

4. Project-based learning is being implemented in early childhood education.

Application-based learning necessitates advanced thinking. For this reason, this learning paradigm is thought to be able to enhance critical thinking abilities as well as creative and problem-solving abilities. Use project-based learning in the early grades. This is definitely more difficult than applying it at a higher level.

Project-based learning can still be used, especially if the child is already accustomed to this type of instruction.

As the author has already stated, project-based learning is implemented in certain syntax. Its use in PAUD is similar. Instructors can implement project-based learning using the same fundamental six processes. The distinction that needs to be highlighted in its application in PAUD is that the issues that children must resolve must be straightforward in accordance with their age and preferred method of learning.

This is an illustration of project-based learning in action in early childhood education.

Themes	:	I love Indonesia
Sub Themes	:	Flag
Activity Description	:	In this activity, kids learn about the national flag of Indonesia and then work in groups to create their own flags using supplies and techniques that suit their individual ideas and creative flair.
Tools and materials	:	Children must find and choose the tools and materials they want to use in order to complete the project, but if there aren't enough available at school, the instructor may offer them in advance. Children are still free to choose the equipment and materials they choose to use.
Steps	:	a. *Driving question* The teacher introduces a genuine example or plays a film about the Indonesian flag before posing the project's central query: "How did you make the Indonesian flag?" b. *Devise plan* The kids gathered in their pre-formed groups to discuss the tasks they would be completing. c. *Create a schedule*

	The kids gathered in their pre-formed groups to discuss the tasks they would be completing. *d. Monitoring* In this situation, it is possible to supervise the preparation of projects by children closely at every stage of the activity. What are you going to make? is akin to asking, "What are you going to make? What will you carry out first? what to do next?", among other things. *e. Asses the outcome* Students are given the duty of presenting the outcomes of the projects they are working on by outlining the materials they use, how flags are made, the responsibilities of each team member, etc. *f. Evaluate the experience* If there is a deficiency, the instructor can propose what the student should do to improve the project's outcomes. The teacher evaluates the viability of the project that the student has finished. It can also be continued with closing exercises, such as reflecting on the set of actions they have taken.

5. Early Development of Abilities via means of project-based learning

Early childhood application-based learning can make use of all of a child's learning capacities. There are various facets to the development of this ability. Children will develop more effectively if they are provided better stimulus.

Fundamentally, development can take place both entire and unbroken. Self-potential and the caliber of education that offers services for its development can both encourage full development (Suryana, 2018: 2). If a child does not receive

services in the form of stimulation or education to optimize parts of his development, incomplete development may result.

Project-based learning helps boost kids' independence, responsibility, and self-confidence in the area of personal awareness. This can be demonstrated in the child's capacity to manage project tasks and make decisions in accordance with the collective plans. Children are taught through project activities how to take care of themselves, ask questions, and research answers to those questions in order to develop an independent mindset that will be helpful throughout the child's life (Claussen, 2017: 11).

Children can learn a lot about social-emotional development by applying models and project-based learning. Children's accuracy, attentiveness, and patience can all be improved by this practice. Children will also interact and work together with their friends to find solutions to issues. So, it is necessary for kids to be able to appreciate and accept other people's perspectives. For young toddlers who are still in the egocentric stage, this is undoubtedly difficult. Nonetheless, there is nothing wrong with this exercise if it helps kids understand the importance of camaraderie among group members.

Regarding the cognitive component, project work gives students the chance to think critically in ways that go beyond what they can do during a teacher-led lesson. Children must move more independently during this activity to determine their learning experience (Claussen, 2017: 4). There is no requirement for participation, discussion, or communicating an issue, despite the fact that, in general, Indonesian children are happy and used to learning with content that is gained immediately from the teacher (Sumarni et al, 2022: 991). Children will learn how to solve problems and come up with original solutions using this teaching strategy.

Children will be encouraged to move actively while studying regardless of their physical capabilities. So, learning does not just happen at the table. Children can instead increase their knowledge through practical activities. Instructors can arrange for students to visit a real-world location that is connected to the course subject. Children may become curious and interested about this. Teachers should be cautious not to give directions in these circumstances since children will naturally perform investigations or observations; instead, they should encourage children to take the initiative, make decisions, and organize projects (Claussen, 2017: 5).

It is crucial to nurture young children's abilities in all facets of their growth. The cornerstone for children's future potential development will be their innate skills, which they have from an early age. In order to encourage the skills of all children, teachers may choose to employ project-based learning in the early years.

D. CONCLUSION

Depending on the stimuli provided, early childhood growth may go place optimally or inadvertently. Early childhood skills can be developed by getting kids used to moving around while they learn. Children can learn actively, autonomously, realistically, and can complement children's capacities in all facets of their development through project-based learning approaches.

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