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Project-Based Learning in Developing Children's Social-Emotional Skills at Public Kindergarten 9 Samarinda

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ABSTRACT

The motivation for this study stems from initial observations indicating relatively low social-emotional abilities in children. The primary objective of this research was to assess the enhancement of social-emotional skills in 5-6-year-old children through the implementation of the project-based learning model at Samarinda State Kindergarten 9. The research methodology employed was classroom action research, encompassing planning, execution, observation, and reflection stages. The study involved 12 students from the B3 class at Samarinda State Kindergarten 9, and data were collected through observation, interviews, and documentation, followed by analysis using descriptive statistics to derive an average score. The research comprised three phases: pre-action, cycle I (consisting of 5 sessions), and cycle II (also with 5 sessions). Data analysis in the pre-action phase indicated a low average score of 39% for children's social-emotional skills, which increased in cycle. But did not yet meet the predefined success threshold of 53%. However, in cycle II, the average score improved significantly and reached a success rate of 79%. These findings lead to the conclusion that the project-based learning model effectively enhances the social-emotional abilities of 5-6-year-old children at Samarinda State Kindergarten 9.

Keywords: Project Based Learning, Social Emotional Ability, Early Childhood, State Kindergarten 9

INTRODUCTION:

Every individual certainly experiences development. From before birth to being born, humans go through a process of growth and development, including in the early age range. Early age is the age of 0 - 6 years, at that age humans are in the golden age. At this time, development in various aspects is experiencing a rapid peri od throughout the human life span so that stim ulation through education is needed so that its development can be optimized (Raihana, 2018). Providing stimulation to optimize development in early childhood is provided through education in PAUD institutions. Kindergarten is one of the PAUD services in the formal education sector aimed at children aged 4-6 years. Education in kindergarten has an important role to devel-

op all the potential of children optimally so that basic behavior and abilities are formed according to the stage of development at their age. One of the important aspects that can be developed in learning in kindergarten is social-emotional development. Social emotional development is the development of behavior.

Children's behavior in adjusting to the environment where they are and the ability to manage emotions when socializing or interacting with people around them (Ananda & Fadhilaturrahmi, 2018). During the learning process, children need to be taught to behave socially and express their emotions well so that they will be equipped to work in society later on. Humans are social creatures who will certainly need help from others to survive. This is what needs to be developed and becomes an urgency in educating early childhood to have positive social behavior and emotions. Generally, children will try to show positive social and emotional attitudes in order to have many friends and be well-accepted in the group (Yusra., 2020). Based on initial observations through observations and interviews conducted by researchers at TK Negeri 9 Samarinda in conjunction with the implementation of KKN PLP, namely on August 1 to October 4, 2022, it appears that the social-emotional abilities of children in class B3 have not developed optimally. This can be seen from direct observations made by researchers with reference .

The indicators in the Standards for Child Development Achievement Levels at the age of 5 - 6 years related to socio-emotional development are that children show a low tolerant attitude during the learning process in class, characterized by children who do not want to listen to their friends' opinions, answers or stories and damage their friends' work. Children also have not shown the ability to cooperate, this can be seen from children who are unable to coordinate well when asked to complete learning activities with friends. Most children want to work on learning activities only individually such as when building buildings, making works according to the theme and fighting over each other when playing outside the classroom such as playing swings and not wanting to wait for their turn when washing their hands, some other children also appear not to be actively involved in completing learning activities with their friends such as just being silent without showing interaction. Some children also do not want to obey the rules of the activities that have been agreed upon, this can be seen from children who are sometimes indifferent to the rules that have been agreed upon in learning activities so that they keep running around during the learning process in class and do not want to wait for their turn when washing their hands.

Willing to complete the learning activities that are being conducted. Through interviews with class teachers at TK Negeri 9 Samarinda, it was stated that the efforts that are usually routinely made by teachers in developing children's social-emotional abilities are only through the methods of conversation, storytelling and field trips. Usually, teachers give verbal warnings and insert stories in which there are values related to indicators of social-emotional abilities, for example, stories about the cooperation of ants in collecting food so that food is collected more quickly. At certain times, schools also carry out field trips or visits to a place in accordance with the theme discussed in the classroom, for example a visit to a vegetable garden on the theme of plants so that during the visit the child interacts more and does things together with the surrounding people both with peers, teachers and owners of the place visited. Children's social emotional abilities can be seen in the form of behavior, attitudes and actions that appear in children when they interact with people in the surrounding environment (Puspitasari & Al Baqi, 2022). The more opportunities that children have to do something together, the more verbal and attitudinal interactions that are established to improve aspects of social emotional development. Social-emotional development in early childhood can be optimized through the learning process in kindergarten because children will meet with teachers and peers. Research by Herawati et al (2020) ,,states that the project-based learning model is one of the learning models in child- centered PAUD institutions starting with the stage of gathering information in the form of ideas and questions according to the chosen topic and then developing into learning and exploration activities. While, PjBL can be defined as a cooperative, inquiry-driven

instructional approach in which students collaboratively integrate, apply, and build upon their knowledge while working together to devise solutions for intricate issues (Guo et al., 2020). This PjBL learning model provides opportunities for children to collaborate with their peers to produce a product. This learning process involves a child's direct experience through interactions with others, both teachers and peers, so that learning is more meaningful for children. In this study, it is stated that children's prosocial skills are related to caring attitudes, willingness to share, willingness to wait for their turn, helping and assisting.

friend and attitude cooperation can be stimulated through the project-based learning model (Herawati et al., 2020). The purpose of this study was to improve the social-emotional abilities of children aged 5- 6 years through the project-based learning (PjBL). Model. based learning in Samarinda State Kindergarten 9.

LITERATURE REVIEW

Early Childhood

According to Law No. 20/2003 on the National Education System, early childhood is children aged 0-6 years. At this age, children experience very rapid development. Therefore, early age is seen as very important so it is termed the golden age. Every individual experiences early age but early age only occurs once in human life (Khaironi, 2018). Early childhood is also called being in a sensitive period or sensitive period, which is a time when certain functions need to be stimulated so as not to hinder their development. Since birth, brain cells develop tremendously by making connections between cells. This process will shape the experience and will be carried for a lifetime and determine life in the future. With various media as a result of research.

It is stated that the human brain at birth consists of 100 to 200 billion brain cells that are ready to develop several trillion pieces of information so that early childhood is considered very ready to receive various stimuli provided by the surrounding environment (Refiani, 2019). Early childhood is a unique individual, please note that at this age the development of each child is not the same because each individual has a different development (Khairi, 2018).

Social Emotional Skills

Children's social-emotional development is the development of behavior in children to adjust to the rules that apply in the community environment. Social emotional development as a process of adjusting to understand the circumstances and feelings of others when interacting in their environment both with parents, siblings, peers and other people in their daily lives. Social emotional development includes development in terms of emotions, personality and interpersonal relationships. In the early stages of childhood, social- emotional development revolves around the socialization process, which is the process when children learn the values and behaviors received from their parents.

society (Indanah & Yulisetyaningrum, 2019). Social-emotional development is a process that includes changes in an individual's relationships with others. The learning movement in the United States, Collaborative for Academic Social Emotional Learning (CASEL), defines social emotional as a process by which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, build and maintain positive relationships and make responsible decisions. In (Khoiruddin, 2018), factors that can affect children's social and emotional development are described, namely family, school and peers.

Project Based Learning

Project-based learning (PjBL) is a learning model developed based on the principles of constructivism, problem-solving, research inquiry, integrated studies and emphasizes aspects of theoretical studies and applications. Furthermore, Markula, A., Aksela, M, 2022 stated that Project-Based Learning (PjBL) can particularly encourage the utilization of collaboration, tools, technology, problem-centered approaches, and specific scientific methods like conducting research, delivering findings, and reflective practices in science education. Additionally, in contrast to conventional teacher-directed teaching, PBL has been associated with higher academic performance (Chen & Yang, 2019; Balemen & Özer Keskin, 2018). Further-

more, it has been demonstrated to enhance students' abilities in critical thinking and the formulation of questions (Sasson et al., 2018). There is also some indication that PBL could play a role in fostering students' intra- and interpersonal skills (Kaldi et al., 2011). This learning model begins with the stage of gathering information in the form of children's ideas and questions according to the chosen topic and then developed into learning and exploration activities. Project-based learning is the assignment of tasks to students that must be completed within a certain period of time, starting from planning, collecting data, organizing, processing and submitting products, using or utilizing projects as media. Students can carry out exploration, assessment, observation, and interpretation activities to gain new knowledge, new skills and social attitudes that should be (Ana Widyastuti, 2022: 3). This is a learning model that can develop the principle of playing while learning and make children the center of learning to conduct an in-depth investigation of a topic. The steps of the project-based learning model that has been developed by The Lucas George Foundation (2005) are as follows:

a. Defining the fundamental question
b. Design a project plan
c. Develop a schedule
d. Monitoring the project
e. Testing results
f. Evaluate the experience

METHODS

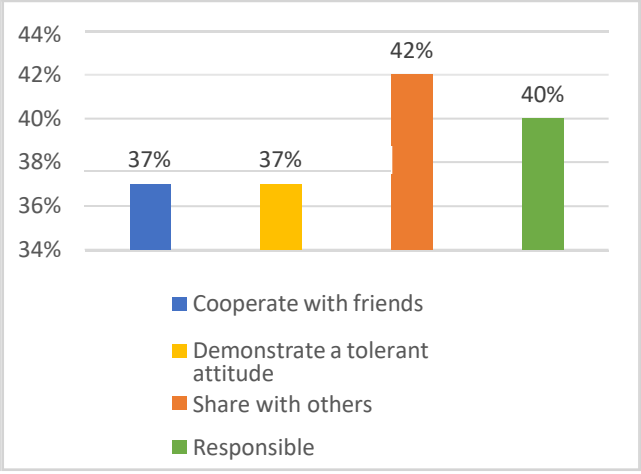
This type of research is Classroom Action Research (PTK). Classroom Action Research is research in the field of education that is carried out in the classroom when the learning process takes place. PTK is carried out with the aim of improving or improving the quality of learning. PTK focuses on the learning process that occurs in the classroom (Apriati, 2022). Classroom action research has four components, namely planning, action, observation and reflection. The relationship between the four components is seen as a cycle (Anas Salahudin, 2015: 30). The subjects in this study were students aged 5-6 years in group B3 at TK Negeri 9 Samarinda in the 2022/2023 school year, totaling 12 people consisting of 8 boys and 12 girls. 4 girls. The data collection techniques used were observation, interviews and documentation and analyzed with descriptive statistics to obtain an average value. This research consists of three actions, namely pre-action, cycle I with 5 meetings and cycle II with 5 meetings.

RESULTS AND DISCUSSION

Classroom action research in class B3 TK Negeri 9 Samarinda consists of three actions, namely pre-action, cycle I and cycle II. In each cycle, implementation consists of 4 stages, namely planning, implementation, observation and reflection. Cycle I and II research was conducted in 5 meetings with different themes in the two cycles. The research was carried out in accordance with the RPPH that had been made so that learning could run effectively. The research data that has been obtained is analyzed by formula, and then results that have not reached the criteria in cycle I are continued in cycle II with results that have reached the success criteria.

Pre-Action

Before taking action in cycle I, researchers made observations of children's social-emotional abilities. The results of observations of the social-emotional abilities of children aged 5-6 years in group B3 at TK Negeri 9 Samarinda during pre-action showed that children's social-emotional abilities for aspects of cooperation, being tolerant, sharing and responsibility were still rel-

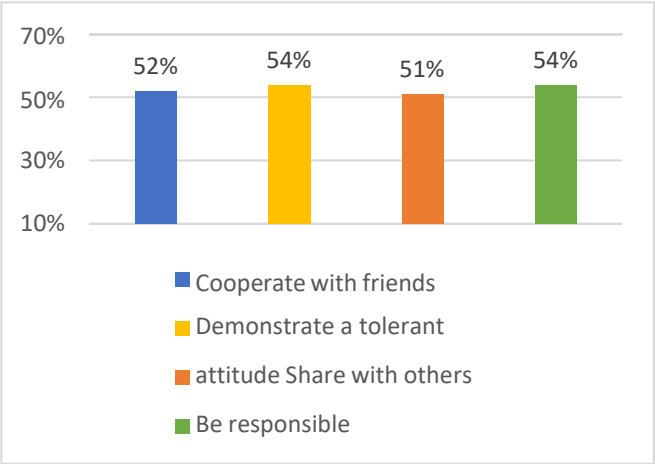


Cycle I
Pre-Action Social Emotional Ability Percentage Achievement Chart

atively low, namely by percentage of 39% or obtained the criteria for starting to develop (MB).

Cycle I

Cycle 1 was conducted in 5 meetings with a theme of environmental cleanliness and the topic of my creation from waste which started on Monday, March 13, 2023, and ended on Friday, March 17, 2023. The project begins by inviting children to observe or directly observe public waste disposal sites and watch animated videos about waste to raise basic questions related to the theme of environmental cleanliness. Through these observations, children mention several problems related to waste, namely smelly garbage, accumulation of garbage in the gutter, garbage that is not enough to enter the tub. containers, ugly scenery and black sewer water. With these problems the teacher asks "how to solve problems related to waste?" The teacher guides the discussion and invites to find solutions to problems together. Children mention various ways that can be done, one of which is recycling waste as mentioned in the initial video shown. In this case, the project that will be carried out is to make creations from waste. The project was carried out in groups with 3 groups of 4 people. Each group had a different creation. Group 1 made piggy banks from plastic cups, group 2 made bags from milk boxes and group 3 made stationery holders from plastic bottles. After that, the children and the teacher again discussed the schedule for completing the project, and the results of the discussion were set for the fifth meeting on Friday. Children in groups work together in making creative products from waste according to what they have agreed with the group. The project ends with a presentation of each group's product. Children in groups also telling what the process was like and the division of tasks they did in the group, for example, some were in charge of cutting, some were in charge of making patterns and some were in charge of making decorations. In cycle I, it shows that children's social emotional abilities for aspects of cooperation, being tolerant, sharing and responsibility have increased but have not yet reached the predetermined success criteria, namely with a percentage of 53% obtaining the criteria for Developing As Expected (BSH).



Cycle I I
Percentage Achievement Chart of Social Emotional Ability

Reflection in cycle I was carried out by researchers and class teachers at the end of the cycle, namely to discuss obstacles in the implementation of cycle I actions. The reflection stage is carried out as an evaluation of the action process in cycle I and is used as a foothold for the next cycle implementation of cycle II actions, the results of the evaluation in cycle I are as follows:

a) Children's social-emotional abilities in cycle I, especially on the indicators observed, were not maximized and had not reached the success criteria, namely obtaining an average percentage of 53%.

b) During the first meeting, the children showed enthusiasm for the activities presented by the researcher, but at meetings 4 and 5 the children showed boredom in completing the project so they did not respond to directions.

c) During the 2nd and 3rd meetings in working on projects, there were still children who walked around to see and disturb the work of other groups and did not want to help their group friends.

d) During the 5th meeting in the presentation activity, children were still chatting with each other and did not pay attention to their friends who were presenting in front of the class because the children who were presenting still lacked confidence and were embarrassed to speak.

In the implementation of cycle I actions, there were still shortcomings so that improvements need

-ed to be made in cycle II actions.

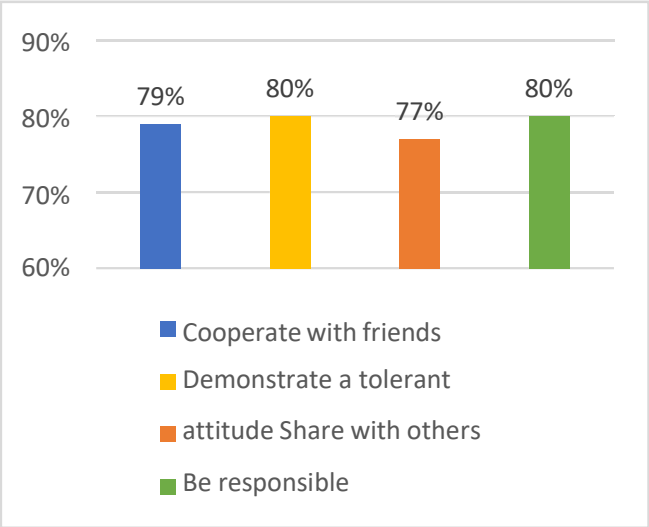
The improvement steps are as follows:
a) Teachers change the learning atmosphere by learning outside the classroom or outdoor classes, namely in the school yard with a supporting theme so that children are more interested, not bored and enthusiastic.
b) To increase the enthusiasm of the children, the teacher invites each group to make a group yell.
c) The teacher involves the children in group formation by drawing numbers so that the children feel that the group is formed with their participation.
d) The teacher instructs the children to discuss determining the group leader who is responsible for reminding their group members to focus on their group work.
e) To boost children's enthusiasm and confidence, the teacher gives rewards in the form of stars to children who dare to speak and children who listen and respond positively.

Cycle II

Cycle II was carried out in 5 meetings with the theme of personal health and the topic of germs in my hands which began at Monday, March 27, 2023 and ended on Friday, March 31, 2023. Unlike cycle I, in cycle II, the project began by inviting children to experiment using coffee, soap and water to raise basic questions related to germs on the hands. The experiment was carried out to give children an idea of the effectiveness of soap to be used when washing hands, in the experiment coffee was likened to germs and poured into a container of water. The child tries to insert a finger in the water but the coffee does not react to anything, when the child inserts a finger that has been applied with soap in a container of water and coffee, the coffee reacts away from the child's hand, meaning that when the child washes his hands using soap, the germs will move away and disappear from the child's hands. Then the children return to the classroom to conduct discussions and questions and answers with the teacher, before the teacher gives an explanation that clean hands are not necessarily clean because the size of the germs is very small so they can be invisible. The teacher continued to ask questions about what diseases the children had experienced. The children answered several diseases, namely fever, cough, runny nose, vomiting, stomach pain, toothache, and eye pain.

The teacher continued the questions related to how to maintain health so as not to be susceptible to disease, the children gave several answers, namely drinking vitamins, eating vegetables and fruits and of course washing hands using soap as in the video and experiments they had done. Through this discussion, several problems emerged based on children's chatter, namely that the liquid soap available in front of the class is often spilled, bar soap often enters the drum and trenches are also easily used up because it melts in the water and the hand washing soap bottle that is too big is not enough in the child's bag so that when going outside the house the child does not wash his hands using soap. Many children also think that when their hands are not dirty, there are certainly no germs so they rarely wash their hands unless they are dirty. With this problem, the teacher determines the fundamental question, namely how to make soap not easily spill and fall and children can wash their hands anywhere, the teacher guides the discussion and provides direction on various ways that can be done, one of which is to make soap from hard. In this case, the project to be carried out is to make soap from paper. Project was implemented in groups with 3 groups of 4 members but based on the results of the reflection on cycle I, in this cycle the groups were formed based on a lottery and one child who was certainly based on the agreement of the group. Group appointed as group leader group to lead and direct the other group members. Next, the teacher and children discuss the rules in the project and agree together on the results of the discussion, the children continue the discussion with their respective groups. Each related to making soap from paper as well as making a chant to add enthusiasm to the activity. After that, the children and the teacher again discussed the time to complete the project, which was until the fifth meeting on Friday. Furthermore, children in groups start making soap products from paper The project ends with a presentation or presentation of the products of each

group. Children in groups also tell what the manufacturing process is like and the division of tasks they do in groups, for example, some are tasked with cutting, some are tasked with applying soap and some are tasked with washing the tools used.



Cycle III
Percentage Achievement Chart of Social Emotional Ability

Based on the results of the analysis in the cycle Cycle II showed that children experienced a significant increase and had reached the specified success criteria, namely with an average of 79%. During the activity, the children looked happy and enthusiastic. With the improvements made in the second cycle of action against the obstacles that arose in the first cycle, the social-emotional abilities of children through the project- based learning model can increase and in accordance with the success indicators determined by the researcher. Based on the results achieved in cycle II, this research is said to be complete, so there is no need to continue in cycle III. The results of previous research conducted by (Puspitasari & Al Baqi, 2022) showed that there was an increase in Children's social emotional abilities through learning with a project-based learning approach in terms of cooperation, independence, responsibility and sharing with friends, the results of this study are in line with the results of this study which also improve social-emotional abilities on indicators of cooperation, sharing and responsibility but in this study found the novelty of research from previous studies, namely increasing the indicator of being tolerant. Through the project-based learning model in this study, children can work together with their group friends to produce a product according to the learning topic, children's cooperation can be seen when children discuss with their group friends, work on making products until when children make presentations in front of the class. In the indicator of showing a tolerant attitude, namely when listening to and accepting the ideas and opinions of their friends, both the same opinion and different opinions and respecting their friends who are presenting in front of the class. Furthermore, in the sharing indicator, namely sharing the tools and materials needed to make a product because the tools and materials available are limited so that the children can use them.

Children have to wait their turn to use the tools and materials they need and on the indicator of responsibility, namely in completing work and organizing their respective group members. The findings of this study are that there is a significant increase in the average social-emotional abilities of children through the project-based learning model from pre-action to cycle II. The improved social-emotional abilities are in the indicators of cooperation, being tolerant, sharing and being responsible. Thus, the action hypothesis which states that the project-based learning model can improve the social-emotional abilities of children aged 5-6 years at TK Negeri 9 Samarinda, is proven.

CONCLUSIONS

The study concludes that the project-based learning model effectively enhances children's social-emotional abilities, as evident in the percentage analysis across different cycles. In the pre-action phase, these abilities began to develop with a 39% rate. In cycle I, there was improvement but not yet meeting the specified criteria, reaching 53%. However, in cycle II, social-emotional abilities increased significantly, meeting the criteria at 79%. The application of the project-based learning model in this study positively impacted children aged 5-6 years, particularly in areas such as cooperation, tolerance, sharing, and responsibility.

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