Model Project for Pancasila Students in Kindergarten

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A B S T R A K

Hasil riset menunjukkan masih rendahnya perkembangan anak di Taman Kanak-kanak, karena pembelajaran di TK seharusnya menekankan pada keterlibatan aktif anak dalam mengerjakan proyek-proyek yang terimplementasi dalam kegiatan main anak. Tujuan penelitian ini yaitu mengembangkan model Project Pelajar Pancasila dengan tujuan untuk meningkatka perkembangan anak. Penelitian ini mengunakan penelitian pengembangan (R&D), desain pengembangan Plomp. Objek dalam penelitian ini berjumlah 33 anak. Metode pengumpulan data menggunakan observasi, wawancara, dan kuesioner. Instrumen yang digunakan dalam preliminary research, protyping phase, dan assessment phase model project pelajar pancasila untuk meningkatkan perkembangan anak. Teknik yang digunakan untuk menganalisis data yaitu analisis deskriptif kualitatif dan kuantitatif. Hasil penelitian yaitu tahap prototyping phase diperoleh sintaks, sitem sosial, prinsip raksi, sistem pendukung, dampak intruksional dan pengiring model proyek penguatan profil pelajar pancasila. Tahap asseement phase uji validitas adalah (87), (91) dan (93) triteria sangat valid. Uji praktikalitas observasi pelaksanaan model pembelajaran diperoleh rata-rata 87 kepraktisan model menurut guru dengan kriteria sangat praktis. Berdasarkan hal tersebut, maka dapat disimpulkan bahwa model Project Pelajar Pancasila layak digunakan dalam pembelajaran.

A B S T R A C T

The research results show that children's development in kindergarten is still low because learning in kindergarten should emphasize children's active involvement in working on projects that are implemented in children's play activities. This research aims to develop the Pancasila Student Project model with the aim of improving children's development. This research uses development research (R&D), Plomp design and development. The objects in this research were 33 children. Data collection methods use observation, interviews and questionnaires. Instruments used in preliminary research, prototyping phase, and assessment phase of the Pancasila student model project to improve children's development. The technique used to analyze data is qualitative and quantitative descriptive analysis. The results of the research, namely the prototyping phase, obtained syntax, social systems, action principles, support systems, instructional impacts and accompanying project models to strengthen the profile of Pancasila students. The assessment phase of the validity test is (87), (91), and (93) criteria are very valid. The practicality test of observing the implementation of the learning model obtained an average of 87 model practicalities according to the teacher with very practical criteria. Based on this, the Pancasila Student Project model is suitable for use in learning.

1. INTRODUCTION

Early childhood education is implemented as a basis for the formation of a complete human personality. PAUD institutions need to provide various activities that can develop various aspects of children's development that focus on religious and moral values, Pancasila values, physical motoric, cognitive, language and social emotional (Agustin et al., 2021b; Ningsih & Nurhafizah, 2019; Nurkolis & Muhdi, 2020). Various research results state that the development of AUD influences children's development at the next stage (Agustin et al., 2021a; Muliasari & Linda, 2020; Wahyuni et al., 2020). Almost all potential children experience a sensitive period to grow and develop quickly and greatly during early

childhood, which is often called the "golden period". This is because each child has unique development, the development of each child is not the same (Aghniarrahmah et al., 2017; Dewi et al., 2018; Hasviani et al., 2022). One of the goals of learning activities is to develop cognitive abilities in early childhood.

Early childhood cognitive development can be defined as knowing or the process of knowing, structuring and using knowledge (Hasibuan & Suryana, 2021; Rekysika & Haryanto, 2019). Cognitive is the ability to learn, think in learning new concepts, understand what is happening around the environment, as well as skills in using memory (Draganoudi et al., 2021; Muloke et al., 2017). Cognitive can also be interpreted as the ability to understand something. The ability to understand something, with cognitive abilities children will be able to act, choose what is right and wrong, and solve problems that exist in their life. Cognitive for children aged 4-6 years includes learning and problem solving, logical thinking, symbolic thinking (EN Aisyah et al., 2019; Rekysika & Haryanto, 2019; Widyatmojo & Muhtadi, 2017). Children's cognitive development is also influenced by the inner child, so the environment needs to stimulate children's development (Novitasari, 2018).

However, the problem that often occurs today is that there are still many teachers who have difficulty in stimulating children (Ningsih & Mahyuddin, 2021; Watini, 2019). Previous research findings also revealed that teachers were less able to stimulate children in learning, which had an impact on students' poor abilities (Koedoes et al., 2020; Setyawan, 2016). Other findings also reveal that one of the causes of children's low cognitive knowledge is the lack of effective learning models used by teachers in learning (Ayu Mustika Sari1 & , Alwen Bentri3, 2023; Eprilia et al., 2017; Munawaroh, 2017). Based on initial research at Yadiaksa Kindergarten which has implemented an independent curriculum and field observations on February 22 2023, it is known that children's development is still low, because teachers do not understand the Pancasila Student Project, adequate learning resources. The recap data on the cognitive development of 33 Yadiaksa Kindergarten children is less than 45.5% of the children are at the stage of developing according to expectations (BSH) and developing very well (BSB). This is of course still below expectations.

Based on these problems, the solution offered is the development of the Pancasila Student Project model which can improve children's cognitive development. The learning model is a set of learning aimed at training children to become reliable students (Nurani & Mayangsari, 2017; Watini, 2019). Learning models can help children acquire information, ideas, skills, values, ways of thinking or ways of expressing themselves by teaching children how to learn (Kholida et al., 2020; Rahmatia et al., 2021). The learning model has several characteristics, namely; (1) the existence of a rational logical theory prepared by the creators for its development, (2) the existence of a basis for thinking about what and how children can learn, (3) the teaching behavior required in this capital, (4) the learning environment necessary for the learning objectives can be achieved (Amelia & Aisya, 2021; Halawa, 2021; Riwayati Zein & Vivi Puspita, 2021). The project-based learning model can improve children's development and can improve problem-solving learning (Ayuningsih et al., 2022; Sucipto, 2017). The project-based learning model is proven to make children actively creative in learning (Ergül & Kargın, 2014; Nurhadiyati et al., 2021). The project-based learning model implemented in learning improves children's development optimally (Simamora et al., 2019; Wulandari, 2016), improving ways of thinking and problem solving can also be developed through project-based learning (Princess, 2018).

At the kindergarten level, achieving the Pancasila student profile can be implemented through a project-based learning process. In the Pancasila student profile, there are 6 dimensions of education. (1) have faith, piety, noble character; (2) Independent (3) working together (4) diversity; (5) critical and (6) creative (Rusnaini et al., 2021; Sulistyati et al., 2021). In this case, of course, as educators, we need to ensure that the projects that have been planned must be in line with the aim of building or creating a Pancasila student profile (Aisyah & Nawawi, 2023; Sulistyati et al., 2021). In this case, the Ministry of Education and Culture determines project themes that need to be applied to educational units. The four themes in question are I love the earth, I love Indonesia, playing and working together, and my imagination can be developed into several topics that can inspire project activities to be carried out.

Previous research findings state that the project-based learning model can activate learning activities (Lestari, 2019; Nirmayani & Dewi, 2021). Other findings also reveal that the project-based learning model can improve students' understanding (Amelia & Aisya, 2021; Yahya, 2014). In this case, the project-based learning model applied has the theme I love the earth with 3 discussion topics, namely introducing the climates in Indonesia, caring for the environment and farming. From the development of the Pancasila student project model, we can see the instructional effect and accompanying impact. Instructional impact is the learning outcome to be achieved or is related to the theme of project-based learning. Meanwhile, the accompanying impact is the result of accompanying learning that arises as a result of the use of a particular learning model. In this research, the instructional impact to be achieved is increasing children's cognitive development from project-based learning. From the explanation above, it

can be seen that the novelty of this research is the emergence of a new model that was developed from a project-based learning model to a Pancasila student project that can be used by children in kindergarten that is valid and practical. Based on this, the aim of this research is to develop a project model for Pancasila students in kindergarten.

2. METHOD

This type of research is development research, by developing a project model for Pancasila students in kindergarten (Nieveen, 2007; Plomp, 2013). Development of the Pancasila student project model in implementing the independent curriculum, using the Plomp development design which has three phases, namely: Preliminary Research, Prototype Phase, and Assessment Phase (Plomp, 2010).

The subjects in this research were the Yadiaksa Sungai Rumbai Integrated Islamic Kindergarten, West Sumatra, while the objects in this research were Yadiaksa Integrated Islamic students with a total of 33 children aged 5-6 years. Validation indicators for the Pancasila student project model book to improve cognitive development are guided by model construction according to Joyce, Weil & Calhoun (2013). The type of data in this research is primary data, namely data taken from the results of the validation of the Pancasila Student project model carried out by validators which includes validation of model books, teacher modules, student books and research instruments. The data obtained during the implementation of the trial use were in the form of: 1) results of observations of the implementation of the Pancasila student project model, 2) 6 elements of Pancasila students, 3) project results, 4) child development in kindergarten. Data collection methods use observation, interviews and questionnaires. The instruments used in the preliminary research, prototyping phase, and assessment phase of the Pancasila student model project to improve children's development are shown in Table 1. Before use, the instruments are validated first with validators so that the instruments provide valid data. The technique used to analyze data is qualitative and quantitative descriptive analysis. Qualitative descriptive analysis is used to analyze the scores given by experts. Quantitative descriptive analysis is used to analyze data in the form of scores given by experts.

Table 1. The Model Instrument for Pancasila Student Projects in Kindergarten

No	Phase	Research focus	Instrument
1	Preliminary Research	Needs and Context Analysis	Child development questionnaire in kindergarten
			Interview format with teachers
			Teacher and child needs analysis questionnaire
2	Prototyping Phase	Validity	Book validation sheetPancasila student project modeland validation sheet
			Pancasila student project teacher module validation sheet and validation sheet
		Practicality	Observation sheet on the implementation of the learning process withPancasila student project model
			Questionnaire on the practicality of the Pancasila student project teacher module
3	Assessment Phase	Effectiveness	Child development assessment sheet through Pancasila student project model.
			Assessment of child development.
			Project results assessment questionnaire

3. RESULT AND DISCUSSION

Result

At the needs and context analysis stage, an analysis is carried out which includes: a) analysis of the characteristics of learning models in kindergarten; b) curriculum analysis c) analysis of children's characteristics in Kindergarten; d) independent curriculum analysis. The results of the preliminary study carried out showed that teachers still use the conventional model, learning is still dominated by teachers, students are not actively involved, learning is theoretical and more uses LKA as a learning resource. If you look at children's cognitive development, 75% of children are still at the Beginning to Develop stage. Based on this analysis, it is necessary to design a learning model that is able to stimulate children's development by fully involving children in play activities. One of the learning model designs in kindergarten that can improve children's development is project-based learning design. Curriculum analysis is carried out to

produce learning models that suit the characteristics of learning materials in kindergarten. The curriculum used as a reference in this research is the independent curriculum.

Student characteristics were analyzed from teacher and child responses to questionnaires and interviews with children. The characteristics of children in kindergarten are taken into consideration in developing the Pancasila Student Project model. There are four aspects that influence, namely learning style, teaching methods, age level, and children's initial abilities. The results of the literature view analysis analyzed theories and concepts related to the Pancasila Student Project model in Kindergarten. These theories and concepts were selected, analyzed and reviewed so that they became the basis for developing the Pancasila Student Project model. The theory related to the Pancasila student project model is the theory of Constructivism: cognitive psychology focuses on the rules for students to build new knowledge so this theory is called "constructivism". The literature used is also used as a basis for developing reaction principles, social systems, syntax, support systems, instructional and accompanying impacts, and determining the principles or characteristics of the Pancasila student project model. The reaction principle in the Pancasila student project model is to facilitate the learning process, generate student learning motivation, evaluate the learning process, activate students to self-reflect, provide guidance. The syntax of this research consists of 7 syntaxes, the first syntax starts from the essential question, the second syntax explains the Pancasila student elements that are the target of assessment, after the teacher chooses the Pancasila student elements that will be developed then continues with the third stage, namely planning the project to be worked on, in The fourth stage is that teachers, children and parents prepare a schedule, the fifth stage monitors the project, the sixth stage evaluates the project and the seventh evaluates the results of the project and cognitive development, all syntax stages are depicted in Figure 1.
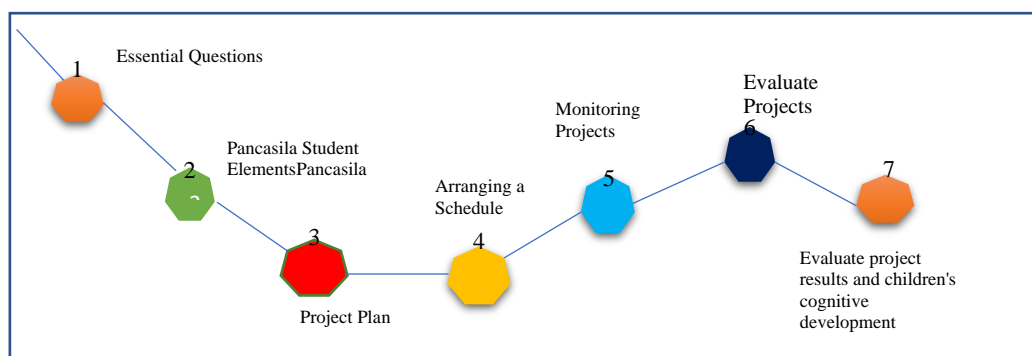

Figure 1. The Syntax of the Project Based Learning Model

Designing initial prototypes of research products. There are 2 products created in this research, namely (1) Pancasila Student Project model book (2) Teaching Module. The design of the Pancasila student project model book explains the rationale of the model, model components, implementation of the Pancasila student project model. The rational model explains the background, philosophical basis and theoretical basis of the Pancasila student project model. Components of the Pancasila student project model which discusses syntax, social systems, reaction principles, support systems, interactional impacts, and accompanying impacts of the Pancasila student project model. The syntax of the model developed consists of 7 syntax 1) essential questions 2) Pancasila student elements 3) project plan 4) preparing a schedule 5) monitoring the project 6) assessing the project 7) Evaluating project results. The social system designed is child-centered learning. Patterns of interaction between children form collaborative learning. So as to build communication interactions, cooperation, exchange of opinions, mutual respect, and mutual cooperation. So that the student elements of Pancasila can be realized. The Reaction Principle can be seen from the principle of respecting a teacher, placing and responding to what children do. The learning model applied is based on constructivism where learning is child-centered. The teacher's function is more like a facilitator, motivator, evaluator, reflector and guide in learning. Teacher behavior in the form of asking, directing, guiding, motivating and raising children's enthusiasm. The support system for the Pancasila student project model is model books, teacher teaching modules. It is hoped that this support system will make it easier for teachers and students in every learning activity. Model books, teacher teaching modules have been prepared and packaged in the form of learning books, and their validity is first tested by experts and their practicality by practitioners, until a practically valid book is obtained. The instructional impact and accompanying impact of the fractional impact that is expected from this model is how it can improve children's development, while the accompanying impact that will be the target for this development is the formation of Pancasila students who contain 6 dimensions of education, namely faith, piety, noble character,

independence, cooperation, critical, creative diversity. Pancasila student project model book design and module design. The Pancasila student project model book is a handbook that consists of two parts, the first part explains general instructions for using the book, the second part implements the capital that will be used. Implementation of capital in learning, guidelines for preparing learning plans using the Pancasila student project model for learning outcomes. Part 2 is related to the main material which explains the introduction, objectives and guided achievementsin the independent curriculum. The initial prototype form of the Project model book and project module is presented in Figure 2.
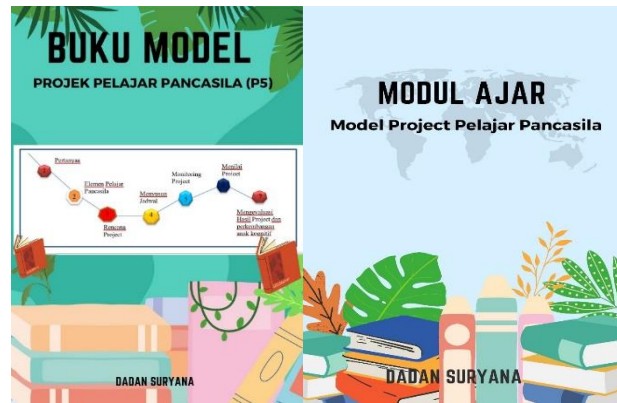

Figure 2. The Project Model and Project Module

The validation test results are as follows. Firstly, in the design of the model the revisions carried out are: a) In the rational background of the model the model has been clarified so that the importance of developing the model is visible, b) The syntax is completed with a more detailed discussion based on relevant references. In the social system component, the revision carried out is that learning activities are made clearer so that they describe the roles and relationships between teachers and students. In the reaction principle component, the revision carried out is that the reaction principle places more emphasis on the active role of teachers as motivators, facilitators, mediators and evaluators. In the support system component, the revision carried out is that the support system is designed by paying attention to novelty, especially student books that focus more on children's cognitive development. In the cover design component, the revisions made are: a) the layout of the text that covers the photo background has been changed, b) the layout of the cover is matched with color and paying attention to the layout. In the language components used, revisions have been made, namely the writing of punctuation, foreign terms, conjunctions and the use of greetings, which have been adjusted to the rules of good and correct Indonesian writing. After final validation is carried out by expert validators, data analysis is then carried out based on the values given by the validator. Data analysis of the validity of the model book. The results of the validation of the Pancasila student project model book are presented in Table 2.

Table 2. The Validation Results of the Pancasila Student Project Model Book

No	Model Components	Research result	
1	Book Construction	93.75	Very Valid
2	Rational Model	85	Very Valid
3	Supporting Theory	96.25	Very Valid
4	Syntax	81	Very Valid
5	Social Systems	85	Very Valid
6	Reaction Principles	85	Very Valid
7	Support System	84.5	Very Valid
8	Instructional and Accompanying Impact	85	Very Valid

Based on the results of data analysis, the validity of the Pancasila Student Project model obtained an average of 87 with a very valid category. The learning model is said to be valid if all model components have been fulfilled. The first component of the learning model is syntax. The model syntax is: the first syntax starts from the essential question, the second syntax explains the Pancasila student elements that are the target of assessment, after the teacher selects the Pancasila student elements that will be developed then continues with the third stage, namely planning the project to be worked on, in the fourth stage the teacher, the child and it is known that the parents prepare a schedule, the fifth stage monitors the project, the sixth

stage evaluates the project and the seventh evaluates the results of the project and cognitive development, in learning in Kindergarten is 81 with very valid criteria. The validity of the learning model syntax is if the sequence of learning activity steps developed is logical, has clear objectives, and has a clear organization of learning activities. Apart from that, the learning model syntax also contains teacher activities in a structured manner, has clear assessments and supports the achievement of learning objectives.

The Practicality of the Pancasila Student Project Model found three things, namely, the implementation of the model in learning, the practicality of the model according to the teacher's response as a practitioner in using the model. A learning model is declared practical if it is easy to use (Hartini & Martin, 2020; Okta Nurfiyani et al., 2019). Ease of use is seen from the implementation of the learning model. The results of the implementation test show that the Pancasila student project model can be implemented with very practical criteria. The model syntax can be implemented with a practicality average of 81. This means that every stage of the Pancasila student project model can be implemented. Furthermore, the practicability of the Pancasila student project model is seen from the practicality of the model according to the teacher. The teacher's response to the model is seen from the implementation of the learning model. Practitioners stated that the Pancasila student project model to improve children's development was easy to implement. It is easy to implement this model because all model components are available and ready to be used, especially the teaching modules that facilitate activities for each learning model syntax. Based on the results of discussions with kindergarten teachers after completing the lesson, it was revealed that the teaching module which was equipped with student worksheets really helped teachers implement the Pancasila student project model in kindergarten.

Practicality is then determined from the usability of students' books. Student books help teachers guide students to understand subject matter; formulate general research questions; conducting literature reviews; formulate hypotheses, plan research activities; conducting investigations and data analysis; interpreting data; and assist teachers in guiding students to communicate and present research results. Practicality is then determined by the allocation of time and language. Based on the time allocation available at school, it turns out that the Pancasila student project model can be implemented according to the time available. The level of practicality seen from practitioners' opinions of the learning model is concluded to be practical if (1) the practitioner states that the model can be applied in the field and (2) the level of implementation of the learning model is in the "good" category. Based on this opinion, it can be concluded that the Pancasila student project model meets practical aspects.

Discussion

The results of data analysis show that the Pancasila student project model obtains very valid qualifications. This shows that the Pancasila Student Project model is suitable for use in learning. The next component of the model is the social system. The social system component describes the role of teachers and students in learning. The social system of the Pancasila student project model is declared valid if it describes the role and duties of teachers and describes student activities. In accordance with the philosophical foundations in this model, namely constructivism, behaviorism and cognition, learning in this model is student-centered with an emphasis on child development (Amelia & Aisya, 2021; Halawa, 2021; Riwayati Zein & Vivi Puspita, 2021). The teacher's role in the Pancasila student project model includes as a motivator, facilitator, mediator and facilitator (Amalia, 2022; Kurniawaty et al., 2022). As a motivator, teachers should be able to encourage students to be motivated in learning, especially in carrying out project activities (Kahfi, 2022; Rusnaini et al., 2021). This role is very important in educational interactions, because motivation is an important aspect of behavior that involves all human potential to fulfill their life needs (Nurasiah et al., 2022; Ornstein, & Hunkins, 2016). As a facilitator, the teacher plays a role in accommodating all the uniqueness and characteristics of each student to be stimulated (Agustin et al., 2021b; Rochimi & Suismanto, 2019; Ulfasari & Fauziah, 2021). The most basic thing that teachers must master in line with their role as facilitators is understanding student characteristics. Furthermore, the role of the teacher as a mediator means that the teacher is able to play his role as an intermediary in learning activities (Hidayat et al., 2021; Sufiati & Afifah, 2019). Meanwhile,As an evaluator, the teacher plays a role in collecting data or information about the success of learning that has been carried out during the learning process.

The next component of the model is the reaction principle. The reaction principle in the Pancasila student project model in Kindergarten is to explain how a teacher appreciates, places and responds to what students have done, especially in each project activity. The most important thing that teachers need to do in implementing this model is to facilitate all the equipment needed to support project learning activities and provide guidance and opportunities for students to carry out project activities by presenting students with the real world so that learning is more interesting and meaningful (Karina et al., 2014; Nirmayani & Dewi, 2021; Wulandari, 2016). The reaction principle of the Pancasila student project model in Kindergarten explains how teachers value, place and respond to actions taken by students. Previous

findings state that several activities in the project-based learning model are still relatively new for students, therefore the teacher needs an active role in facilitating and guiding students during learning activities (Amelia & Aisya, 2021; Wibowo et al., 2022). Previous findings also state that project-based learning models should guide students in planning and implementing project activities (Alawiyah & Sopandi, 2016; Nathalia et al., 2015; Sari et al., 2015).

The next model component is the support system. The support system for the Pancasila student project model in Kindergarten is model books, teaching modules. A support system is prepared to assist teachers in implementing this model. Previous findings also state that the teaching module will facilitate students in carrying out project steps in order to develop children's abilities (Arum & Wahyudi, 2016; Fatchurrozaq, 2018; Sari et al., 2020). Apart from that, the teaching module is also equipped with student worksheets according to the syntax of the Pancasila student project model in kindergarten. The teaching module will really help teachers in directing student activities when implementing the Pancasila student project model. The final model components are instructional impact and accompanying impact. Instructional impacts are direct impacts of learning while accompanying impacts are indirect impacts of learning. Other findings also confirm that other instructional impacts are in the form of students' mastery of aspects of knowledge (Isya', 2017; Sugihartini & Agustini, 2017). Meanwhile, the accompanying impact of this model is increasing child development. The accompanying impact or nurturant effect generated through the implementation of the Pancasila Student Project model is in the form of increasing children's development. The accompanying impact in the form of learning motivation is known through a motivation questionnaire before and after implementing the learning model developed. In this case it can be seen that the Pancasila student project model has implications for implementing the independent curriculum and contributes to a more effective learning process, the Pancasila student project model is practically used in kindergartens and using the model can improve children's development.

4. CONCLUSION

The results of data analysis show that the Pancasila student project model received a very valid category. The learning model is said to be valid because all model components have been fulfilled. The level of practicality seen from practitioners' opinions of the learning model is concluded to be practical. Based on this, it can be concluded that the Pancasila Student Project model is valid and practical so it is suitable for use in learning. The Pancasila student project model book can be considered for use in stimulating six aspects of children's development in kindergarten. The Pancasila student project model and teaching modules can be used as alternative learning resources in kindergarten, especially in project activities for the implications of the independent curriculum.

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