

Chandrawaty - THE IMPLEMENTATION OF PROJECT-BASED LEARNING MODEL INTEGRATION WITH CHARACTER, COMPETENCE, LITERACY IN EARLY CHILDHOOD

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**THE IMPLEMENTATION OF PROJECT-BASED LEARNING
MODEL INTEGRATION WITH CHARACTER, COMPETENCE,
LITERACY IN EARLY CHILDHOOD**

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ABSTRACT

The implementation of project-based learning model integrating with the character, competence, literacy in early childhood, John Dewey to Herbert Kohl, many theorists and practitioners have explored the use of learning and development models as a way to utilize the instincts and the natural interest children at an early age, to encourage meaningful learning and the concept of meaningful learning, the early model of educational practice that are considered more appropriate on a century of industrial, such as learning facts, drill and practices, rules and procedures are replaced with learning in the context of real-world, authentic through problem and project, inquiry, discovery, and invention in the practice of a century of knowledge. This research discusses the strategy of learning models by integrating the character, competence and literacy through project-based learning (Project Based Learning). The purpose of this study providing information study the science of education on the Implementation of project-based learning model through, research methods descriptive cross sectional (study done at one specific time and one time, no follow-up to find the relationship between the independent variable (risk factors) with the dependent variable (effect) on the early childhood students age, the obtained result are the values of character, competence and literacy through project-based learning, project-based learning advises are teachers required as implementers to be able to perform creatively and innovatively. This research also recommend teachers and prospective teachers are in need of training on how to carry out the approach with these models.

Keywords : Integration, (character, competence, and literacy), project-based learning.

INTRODUCTION

Basically, education is a conscious effort to cultivate the potential of human resources the learners with how to guide, educate, provide facilities and infrastructure to support the activity of teaching and learning.

In the Legislation of the Republic of INDONESIA Number 20 Year 2013 on National Education System Chapter 1 Article 1 (1) Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for students to have the power of the spiritual, religious, self-control, personality, intelligence, noble character, and skills needed, for society, nation and State.



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Elizabeth Anderson and Nicole Venty (2016) the concept of meaningful learning in early childhood education today is quickly shifting away from the development model and its emphasis on authentic learning, toward a social-efficiency model that emphasizes the use of state curriculum standards, standardized assessments, and evidence-based instructional approaches. As the early childhood curriculum pendulum swings, early childhood programs find themselves at risk for becoming more “business oriented” and less representative of the kind of reflective and risk-taking environments. Dewey envisioned leaving educators struggling to use child-centered practices in an era of increased accountability.

Education is an important issue for the progress of a nation. In this case the school as an educational institution is a place of occurrence of the process of learning is cultivated with the purpose to develop personality and all the potential students so that they can grow and develop in accordance with the objectives of national education. Learning is the process of changes in behavior result from the environment interaction. Such changes include sets of aspects in knowledge, skills, and attitudes. The results of the study can be made an impression, if the change that occurs due to the process of learning is durable and does not be erased just like that.

Ryan D. Honomichi and Zhe Chen (2012, 3:615–622), The present review summarizes three general approaches which have been shown to facilitate guided discovery learning: (1) strategic presentation of materials, (2) consequential damages feedback, and (3) probing questions and self-explanations. Techniques for implementing approaches are discussed, as well as the underlying mechanisms that contribute to their effectiveness.

The learning process will be more effective and meaningful when students actively participate, but instead a teacher who looks more active so that the learning process experienced not intact, so that the child is likely to accept the learning with one method of learning while in the classroom and having misconceptions, in addition to the process of learning seem boring and not interesting.

In addition, education is also believed as a container that can build the intelligence of the learners as well as can be containers to build the personality of the learners towards a better and healthy children in Indonesia, intelligent, cheerful and



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6

noble. If it is seen, in ancient times, character education is not too concerned because in ancient times children have been getting lessons and understanding about the morals and ethics of a parent or parents who are elders in the area of residence.

Therefore, education that is needed today is an education that can integrate character education into an integrative education that can optimize the development of the whole child dimension (cognitive, physical, social emotions, creativity, and spiritual) which integrates all aspects and performance values of education such as moral values, ethical, religious, psychological, philosophical and social thoroughly between the body and soul as well as the material aspect and a spiritual aspect to meet the needs of essential child. Education with the model of such education is focused on the child as a whole person. Children who excel in character will be able to face all problems and challenges in his life.

The formulation of the Problem: identification of some problems as follows:

The lack of teacher knowledge about how methods of teaching and learning becomes more enjoyable in accordance with the stages of development of students and projections of education Lack of ability of teachers to master the learning resources, the Less the creation of a classroom environment that is conducive, Less varied learning strategies that appeal to students , To facilitate and redirect such problems hence the need for the formulation of the problem, namely: how the projection of education in the 21st century through learning-based projections of early childhood education?

The purposes and benefits of writing this scientific paper are: Able to donate scientific study of education about project-based learning, thus enriching the literature in teaching and learning activities. Having better understanding, especially for the writer himself in discussing the problems that occurred in learning. By providing information to readers and educators that to give the strategy appropriate learning methods, we hope to influence the success of learning in conformity with the challenges of the 21st century. To initiate the appropriate learning methods strategy to students will cause a positive impact for the students themselves. We also have alternatives ways to increase the success probability of learners outcomes.



LITERATURE REVIEW

Project-Based Learning

Project-based learning is one way of providing the learning experience with the confronts of children with the daily life problems that must be solved in groups or individual. Learning the project comes from the idea of John Dewey about the concept of learning by doing, i.e. the process of acquisition of learning outcomes by doing certain actions in accordance with its objectives, especially the process of mastery the child about how to do a job that consists of a series of behaviors to achieve the goal, for example climbing stairs, folding up the paper, tie down the shoe laces, weaving, forming models of animals or buildings, and so on (Moeslichatoen, 2004:140). Jacobs (2003:344) also explain the definition of project-based learning as follows: Projects are another way for students to experience how an inviting, dynamic environment can encourage learning. Projects not only help children gain academic skills, but they can help children form good self-concepts about themselves as successful learners. They can also help children gain a positive disposition toward learning are critical to their future success. Based on the explanation above, it can be seen that project-based learning is another way for students to experience how to create a dynamic environment to encourage learning. Project-Based learning not only helps children acquire the academic skills, project-based learning can also help children form self-concept about themselves as successful learners. An approach that can also help children gain a positive disposition towards learning which is very important for the future success of students. Project-based learning is an in-depth activities, investigations about topics that are in the child's environment. The children will choose the topic yourself. Things that make a child motivated to complete the project by its own volition, his own experience, his own ideas, and can solve the problem of personal or group in their own way. In accordance with the opinion of Lin, et al (2012:5), which states that: The Project Approach is an in-depth investigation of a topic related to the environment around children. Children accomplished the project work based on their interests, experiences, ideas, and questions in small groups or occasionally by themselves. Steps project-based learning according to Helms & Katz (2001:10) includes: phase I (beginning of the project), Stage II (Developing the Project), Stage III (Concluding the Project).



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The character of responsibility for the Child

Literally responsibility means the ability to bear. Responsibility emphasizes the obligation-a positive obligation to care for each other against each other (Lickona, 2013:63). In this case, the responsibility role of the child can be seen from the child's ability to finish the job. The duty of a child is to complete the task obliged to them that must be implemented on daily basis, while the responsibility is the child's authority to meet those obligations (Susanta & Sumaryati, 2013: 53). The character of this responsibility must be fostered and nurtured during the growth because every life has a development task of its own. If the task is not resolved, then the task of the development of the next stage will be inhibited (Susanta & Sumaryanti, 2013:53) Character responsibility is the moral law of nature underlying the agenda of the moral (Lickona, 2013:63). This is the character that shape the core of the morality of the public universal. This is supported by the opinion of Ochs & Carolina (2009:391), which states that: We propose that social awareness, social responsiveness, and self-reliance are keystone properties of moral personhood and use these properties to articulate ways in which actions and stances of others influence children's accountability in everyday family life. Based on the opinion of Diane and Diana (2004:82), and Guidelines for Character Education in Early childhood Education (2012:23-24) can be known to the nine indicators of the character of responsibility in children include: a) Doing his job, b) Keep the goods belonging to own and other people's belongings, c) Try to do something well, d) Help others when in need of assistance, e) to Help create a better world, f) Smoothed equipment or toys that have been used, g) Admit and apologize when they make mistakes, h) Also take care of toys school, i) Happy 5 to run a given task parents and teachers.

Early Childhood Education

The child is a human being who is about to become teenagers and adults. Thus the child is still in a growth and development where he requires the fulfillment of needs in accordance with what is required to become an adult. UU No. 4 Year 1979 on Child Welfare article 1, paragraph 2 mention, a child is someone who has not yet reached the



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EDUCATION AND CARE**



age of twenty-one (21) years of age and had never married. In the LAW No. 23 Year 2003 on Child Protection, article 1, a child is someone who has not aged 18 (eighteen) years old, including children still in the womb. In curriculum 2004 Kindergarten and Raudlatul Afhtal (Depdiknas, 2004:2) mentioned that Kindergarten is one form of the unit of early childhood education in formal education for children aged four years to six years. Based on the above definition, the child Kindergarten (TK) is the child of preschool age who are in the age range between four to six years. This is in accordance with the opinion Susanti (2007:6) which states that the child Kindergarten (TK) is children between the ages of five to six years. Childhood is the period when the child is not yet able to develop the potential that exists in him. They tend to want to please adults, love to play together three or four friends at the same time, but they also want to win on their own and often change the rules of play for its own interests (Juwita K, 2000: 27). At that time, the child becomes sensitive to receive a variety of efforts to the development of the whole potential it has. When associated with preschool educational institutions, preschool age can be interpreted as the age of 3-6 years which is in line with Kindergarten classification which they are put in a group age as follows; group A, for children aged 3-4 years; group B, for children aged 4-5 years; group C, for children aged 5-6 years (Purboyo, 2004: 31-32). From some such opinion can be obtained understanding that the child is Kindergarten age are children aged 3 - 6 years attend a preschool program and kindergarten to develop various aspects of the development which is fundamental to the next life.

METHOD

Research methods is using descriptive cross sectional, the study is limited at one time and one time only, no follow-up to find the relationship between the independent variable (risk factors) with the dependent variable (the effect). Analytic study Cross-Sectional design is an observational study where the data collection the independent variable and the dependent variable is carried out once time at the same time the population is all respondents either have criteria independent variable and dependent variable or not.



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DISCUSSION

In practice, project-based learning model has a step-step (syntax) that became his trademark and distinguish from the learning model is another such (discovery learning model) and a model of learning based on problems (problem-based learning model). As for the steps that become the hallmark of project-based learning is as follows. Steps project-based learning: first define the project and then design the steps of completion of the project, scheduling the project. The completion of the project with how to facilitate teacher and student monitoring. Further Preparation of report and presentation/publication of the results of the project. Then we do the results assessment and evaluation of the learning experiences of the Project, Define the project, Design step-step completion of the project from the beginning to the end. Draw up a schedule of the implementation of the project (Stages of preparation) the Process of observation, data collection, data preparation tools/media/materials, Techniques of processing/exploration (stages of implementation), the Results of the product/performance, Presentation/ mastery, Written Report/portfolio (systematics, the accuracy of the data source, quantity of data, data analysis, drawing conclusions).

The RESULTS of the implementation of the project: Automotive workshop

Vehicle theme, Sub-theme: 4-Wheel Vehicles (Car, Bus, Truck), Topic: Recycling Utilization of the Tires of the vehicle (Recycle) project Title: Garden of the Tire. Activity: Create a Garden from used tires, Concept Knowledge & Skills: critical Thinking: the Tire Surface (Rough / smooth) will affect the road conditions and the benefits wear to the tires, the Inquiry is scientific: the difference in the movement of the Shape of the tire donut-shaped and forms a tire-shaped ball. Creativity: utilizing the tire unfit for use that has a right to, Art: Embellish a plant vase, the local culture in Jakarta City (Jakarta).

LEARNING OBJECTIVE: Children can plan simple activities, Children can present a variety of creations that are associated with the social environment, the Child Can solve everyday problems creatively. COMPETENCIES : behaviors that reflect the attitude of wanting to know, Convey about what and how the objects around which he knew



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EDUCATION AND CARE



(name, color, shape, size, pattern, properties, sound, texture, function, and characteristics of the other) through various works, Presents a variety of works related to the social environment (family, friends, place of residence, place of worship, culture, transport) in the form of images, storytelling, singing, and gestures, language ability, expressive (express language in verbal and non-verbal). Learning materials, Colors, shapes and textures, Tell cause and effect, the Flexibility of the motoric rough & smooth, Expressive Language, the Works and activities of art VOCABULARY: word parts the Vocabulary of car Tires : Texture : the Surface , the Carcase : the framework of a tire, the Tread band : Part of the tire that is directly in contact with the road surface, Sidewall : the wall of the tire (Written a lot of information from a tire : Speed index, the size of the tire)to withstand the load during vehicle running,the Steel belt : the part that protects the tires give strength to the tire, wires : the part that is formed on the bundle of steel wire that is coated by rubber to attach the tire to the rim. CHARACTER DEVELOPMENT: Religious (Loves the environment.), Nationalist (Discipline), Independent (Creative), Gotong royong (Cooperation, Integrity (responsibility) of the MEDIA, SOURCE, TOOLS, AND MATERIAL of LCD, in-focus, car repair, oil Paints, a large Brush, ornamental Plants, carpentry Tools in the implementation of Measures.

QUESTIONS ASKED TO THE CHILD:

Mentioned kind of tires? How the shape and texture of the tire? Mentioned parts of the tire?, How to utilize waste Tires that are not used? What are the different types of work products the utilization of used tires that we can create?

PLANNING (Preparation, Formulation of a Title/Theme, Planning of materials and equipment, plan the allocation of time workmanship the product).

IMPLEMENTATION (the Process of observation, data Collection, Use of tools/media/materials appropriately. Maintain safety, cleanliness and tidiness of the workplace, techniques of processing/exploration according to the stages of the planned).



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EDUCATION AND CARE



PROJECT REPORT

The results of the product/performance (the physical form of the product in accordance with the criteria), Originality (can be used), Innovation (has the value of art, address the issue of waste tires). Presentation /mastery of the Written Report/portfolio (systematics, the accuracy of the data source, the quantity of data, data analysis, conclusion).

8

The results of this research conclude that the learning approach is the learning which encourage the child to perform skills in a scientific, i.e. observe, ask questions, gather information associate, try, analyze and communicate. Scientific approach and based learning project-based have the same opportunities to take the solution to the problems of the dimensions of attitude, knowledge and skills, but this potential needs to be driven by a creative teacher in presenting the lesson interesting, fun and meaningful, so that students learn in a fun way and provide a learning experience that is memorable.

CONCLUSION

The Project Based Learning demanded a teacher as the implementer to come up creative and innovative. Teachers and teacher candidates need improve their skills through training on how to implement the approach with such models. After training and evaluation, the teachers are motivated to innovate and have the dedication to improve their performance. In addition to the course, there should be a policy to complement the needs of digital or non digital media resources, study resources, and other needs. In particular to improve the performance of learning outcome and as an educator should be able to create an atmosphere of learning that is attractive and integrated with the adjust with the child development, because the child in development has great curiosity and we, as educators are obliged to play a role as a tool in exploring the potentials in the child, this will results on the child feels excited when they are going to school. So with that, the teacher is not the only informant for the students and students are able to independently find the information that satisfy his/her curiosity.



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