Implementation of Project-Based Learning Model in Stimulating Language Development of Early Childhood

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Abstract

This research is based on one of the current problems of early childhood education, namely the weakness of the learning process, which can facilitate all children in developing abilities and interests with varied, holistic, and conceptual learning models so that it can encourage children to develop the ability to think critically, creatively, independently and Motivated to complete every challenge. Educational institutions still use teacher-centered learning rather than children's needs, prioritizing memorization rather than needs and meaningfulness. Currently, it is mandatory for learning teachers to make learning activities more creative, innovative and not monotonous by using learning models that are more meaningful for children. Teachers can learn from various platforms provided by the government and can apply them according to the conditions of educators, children, and the institution itself. One of them uses a project-based learning model, where this learning model is one of the models used in the curriculum that facilitates children's needs so that children can learn in a fun and meaningful way, namely the Merdeka curriculum. The research aims to determine the implementation of the project-based learning model in stimulating language development in early childhood. The research subject focused on group A4 students at RA Istiqlal Jakarta. The data collection technique is qualitative descriptive with research time from September to December 2023. The research results show that the project-based learning model effectively stimulates children's development, including language development at RA Istiqlal Jakarta.

INTRODUCTION

Education is a conscious effort carried out by individuals, institutions, communities or governments with systematic planning so that goals can be achieved optimally. Education is something that is very dynamic and continues to develop, therefore the government designs an education system that is adapted to the needs of the times (Kristianto, Susetyo, Utama, Fitriono, & Jannah, 2023). Currently we are faced with a transition industry from the 4.0 era to the 5.0 era. Of course, the challenges will be very different from those in the 80s or 90s era (Suparlan, 2019). With the continuing development of times and increasingly sophisticated technology and the transition period from the impact of Covid-19 which has hit Indonesia and even the whole world, this situation is changing the order of all life, including schools. The Covid 19 pandemic prompted the government to develop an emergency curriculum through the Ministry of Education and Culture. This is done so that Early Childhood Education, Elementary, Middle School, High School and Vocational School students continue to learn even during the pandemic. The emergency curriculum is an option that can be taken by an educational unit that will implement distance learning at the PAUD, Elementary, Middle School, High School and Vocational School levels with a simplified curriculum based on the Basic Competencies in the 2013 Curriculum. The simplification is carried out by reducing the Basic Competencies in each subject. lessons, so that students only focus on essential competencies which are prerequisites in order to continue learning to the next stage.

It cannot be denied that learning loss occurs among students in Indonesia and even the world, due to time limitations, distance, environmental conditions, family and society, so that teaching cannot be carried out optimally (Castonguay et al., 2023). This condition encourages the government to carry out learning recovery by implementing a breakthrough, namely a prototype curriculum which is a competency-based curriculum to support learning recovery by implementing project-based learning (Project Based Learning) to support character development in accordance with the Pancasila Student Profile (Shalehah, 2023). Then the prototype curriculum was refined into the Merdeka curriculum in 2021.

The Merdeka Curriculum is a curriculum whose learning process uses a more differentiated approach by grouping student learning outcomes based on the child's growth phase (Mustari, 2022). Apart from that, project-based learning is a characteristic of an independent curriculum and is centered on children's needs and interests. Teachers as facilitators facilitate and accompany each child's development. In the Merdeka curriculum, schools and teachers are given the freedom to determine the curriculum and learning methods that suit students' needs with the aim that students have character, are independent and think critically. As the ideals of National Education state that education is a conscious and directed effort to create good learning situations and learning processes so that students enthusiastically elaborate their potential to gain religious spiritual fortitude, self-control, personality, noble integrity, intelligence and skills. which is needed by himself, society, the nation and also the state (Haerullah & Elihami, 2020).

Achieving a goal certainly requires a method or strategy, so that the target can be achieved optimally and can be measured. In determining the strategy to be implemented so that it is effective and efficient, there needs to be direction and scope

for the institution by looking at the availability of human resources, facilities, tools and so on. Various strategies exist in the world of education to achieve the desired goals, including achieving appropriate, effective and practical learning. Learning schemes certainly require analysis of the learning environment, educators, students or even supporting facilities and infrastructure. The strategies carried out from one institution to another certainly vary from the broad reach, namely the institution, to the more detailed reach, namely the learning techniques required by students, such as approaches, learning models, learning resources that are synchronized with the child's development. early age.

Currently, learning in Indonesia is facing a problem in the learning process, namely the lack of references in learning that can encourage children to develop their skills, one of which is language development such as mastering vocabulary to express ideas, search for new vocabulary or express opinions simply in front of them. conveying needs and feelings as well as more complex communication in role play. It can be seen that children who are facilitated and have a good vocabulary and according to their developmental age, are more confident. Based on the results of observations made at RA Istiqlal, it appears that learning is fun for children. All children participate in activities, are active and can discuss with each other.

RA Istiqlal is an early childhood education institution under the Ministry of Religion, continues to be committed to creativity and innovation in learning, one of which is continuing to try various learning innovations that are tailored to the needs of students, such as trying various innovative, fun and appropriate methods, including using learning models project-based in giving children time to explore with their intelligence. Therefore, researchers are interested in conducting research to determine the application of the project-based learning model in stimulating language development in children aged 4-5 years.

Researchers have looked for information regarding the implementation of the project based learning (PBL) model in stimulating various early childhood developments. Researchers have collected and reviewed 5 pieces of literature that meet the criteria. By using various literature sources, researchers can comprehensively understand the project-based learning model as a model that can stimulate the development of children in a project, both individual and group. This model is child-centered so that in playing children can experience a meaningful play process. The results of this literature review will be the basis for further research or efforts to develop better education for early childhood in the learning process. Research conducted by (Agustina, 2021) with the title Contribution of Project Based Learning To The Stimulation of Early Children's Creativity Development, creativity is an ability that can be obtained through learning and knowledge gained from children's experiences. The method used is literature study with a study of journals and books as reference sources. Research conducted by (Nisfa, Latiana, Pranoto, & Diana, 2022) entitled The Influence of the Project Based Learning (PjBL) Learning Approach on Children's Social and Emotional Abilities. The research method used was quantitative experimental research, with the result that the STEAM-based PjBL method could influence children's social and emotional skills. Research conducted by (Hasni & Amanda, 2022) entitled Development of a Project Based Learning Model to Improve the Geometry Ability of Children Aged 5-6 Years. This type of research and

development (R&D) uses the Borg & Gall model. The research subjects consisted of 220 children and 22 teachers from 7 participating schools. The research results show that a project based learning model is needed which is equipped with material on indicators of achievement and school readiness in improving the ability to recognize geometry. Articles collected by (Sari, 2018) with the title Implementation of Project Based Learning for Early Childhood. Project Based Learning is a teaching approach developed based on constructivist principles, problem solving, research inquiry, integrated studies and emphasizing aspects of theoretical and application studies. The learning model begins with the stage of collecting information in the form of children's ideas and questions according to the chosen topic and then develops into learning and exploration activities. Implementation of Project Based Learning in early childhood is divided into 3, namely: total project learning, partial project learning and occasional project learning. Research conducted by (Shalehah, 2023) with the title Implementation of the Independent Curriculum Through the Project Based Learning Model in PAUD Units. Project-based learning is in line with the learning concept coined by John Dewey, where children will construct their knowledge independently in the learning process packaged in project activities. Currently, the project-based learning model has become an integral part of the independent curriculum and is closely related to the concept of independent learning which provides flexibility in learning for students. This research uses a qualitative descriptive method with literature study used to collect data. Research findings show that the concept of project-based learning is one of the learning models that can support the concept of "free learning" in students which can stimulate how students think critically, independently, collaboratively, and the ability to solve problems, so that students will be better prepared. facing the challenges of his time and real life in society.

Various studies that have been conducted show that the project based learning model is an effective model in stimulating the development of early childhood through meaningful play, centered on the child and the teacher as a facilitator. From the various studies above, learning using the project based learning model to improve language development in early childhood has never been carried out. The project based learning model using various media and learning resources carried out by RA Istiqlal is very effective in stimulating language development in children. The problem limitation in this research is the application of a project-based learning model in improving language development at RA Istiqlal Jakarta. So the question in this research is, how to apply the project-based learning model to improve language development in children at RA Istiqlal. What are the obstacles and challenges faced in implementing the project-based learning model in improving language development in children at RA Istiqlal. The aim of this research is to determine the application of the project-based learning model in improving language development in children at RA Istiqlal and to determine the obstacles and challenges faced in implementing the project-based learning model in improving language development in children at RA Istiqlal.

METHODS

The type of research used is qualitative research with descriptive methods, this research is aimed at young children as research objects. This research uses interview

data collection, documentation and observation. Qualitative research places more emphasis on the aspect of understanding in depth a problem or problem rather than looking at the problem to be generalized (Rusandi & Muhammad Rusli, 2021). The research was conducted in the first semester, namely in September - December 2023 by observing one day's learning activities at RA Istiqlal Jakarta, at the address of the Istiqlal Taman Wijaya Kusuma Mosque, Pasar Baru sub-district, Sawah Besar District, Central Jakarta City. Then the researchers began conducting research from the first week of September 2023. Informants were determined using a purposive technique, namely determining informants not based on guidelines or based on population representation, but based on the depth of information needed (Sondak, 2019), namely by finding key informants which would then be continued in other informants with the aim of developing and finding as much as possible related to the application of the project based learning model in stimulating language development in children at RA Istiqlal. Those who were used as informants in this research were RA Istiqlal students in group A1 (aged 4-5 years), one class teacher, one school representative in the field of curriculum and one administrative person at RA Istiqlal Central Jakarta.

In this research, the researcher made observations on several data sources, including observations on making daily activity plans, daily assessments and evaluations, observations on the implementation of project based learning model activities up to the peak project activities, and observations on daily evaluation activities and weekly evaluations of group child development. age. Next, in-depth interviews were conducted with informants. Interviews are one of the most widely used tools for collecting qualitative research data (Yusra, Zulkarnain, & Sofino, 2021). In this case, the researcher conducted interviews with curriculum representatives, homeroom teachers and accompanying teachers, then carried out documentation related to educator documents, learning activities and learning evaluation documents. Triangulation is carried out to test the validity of research results, with data validity checking techniques that utilize something else. (Pahleviannur et al., 2022).

RESULTS AND DISCUSSION
Vocabulary Mastery in Early Childhood Language Development

Education for early childhood functions to foster, shape, develop all the potential possessed by children, so that their development is in accordance with their biological and chronological age. One of the important developments to stimulate is language development (Nur Tanfidiyah & Ferdian Utama, 2019). Language is a tool used to communicate in everyday life in the environment a person lives in, both the immediate environment, namely the family and the wider environment, namely the community (Fauziah, Mahmudah, Dea, Utama, & Setiawan, 2024). Language has a very important role in life, among other things, it functions to express intentions, goals, feelings, needs and thoughts so that the interlocutor understands what is meant. Language development is obtained from activities that are very complex and integrated in life, at home, school, playground, community, and wherever the child is, interactions occur, so there is a process of language learning for the child.

Development is change that occurs and is influenced by various factors that are interconnected with each other. These factors include biological, cognitive and emotional that occur throughout life. (Kholilullah, Hamdan, 2020). According to the

KBBI in (Budiarti, Kartini, Putri H, Indrawati, & Daisiu, 2023) language can be defined as a system of arbitrary sound symbols used by all people or members of society to work together, relate and get to know each other in good, polite conversation. good manners. Language development for children should be an important aspect that should not be missed to stimulate and become a concern for parents as educators at home and teachers as educators at school, both of whom collaborate with each other so that children's language development can develop well. If children are given more opportunities to be stimulated by the environment, their language development will improve, on the other hand, for children who experience neglect, their language development will also be hampered. Children's language skills do not only consist of spoken language but include listening, speaking, reading and writing.

The language development of children aged 4-5 years can be seen from the new vocabulary obtained through repetition even though the child basically does not understand the vocabulary. Children begin to combine syllables into words and then do so by listening to one or two conversations. Children's language development is hierarchical, that is, when one development is complete, it will continue with the next development. (Kholilullah, Hamdan, 2020). According to Khamim Zarkasih Putro and Suyadi in (Kholilullah, Hamdan, 2020) believes that children never learn specifically about language, but they can store an amazing amount of vocabulary with the average young child mastering more than 14,000 vocabularies.

Table 1. Stages of language development in children according to Lundsteen in (Trimantara & Mulya, 2019)

Stages	Age	Development
Pralinguistik	0-3 months	the sound is internal and comes from the throat
	3-12 months	use a lot of lips and palate, for example ma, da, ba,
Protonguistic	12 months – 2 years	The child already understands and shows the organs of the body. He begins to speak a few words (his vocabulary can reach 200-300).
Linguistic	2-6 years or more	At this stage he began to learn grammar and his vocabulary reached more than 3000 pieces

According to (Yudi, 2011:4) in (Yulsyofriend, Anggraini, & Yeni, 2019) language skills are divided into listening skills, speaking, reading and writing. Listening skills are the main ability in knowing a first language. From listening, children will get a lot of vocabulary which they digest, then store it in memory. If the vocabulary is often heard repeatedly, the child will remember it stronger. A child's nature is that he will

say what he hears. From this listening stimulation, children will try to say what they hear as a tool to communicate to the person they are talking to. Language is a very important ability, because language skills are really needed by children to be able to adapt at school and in social life. Language skills (Yulsyofriend et al., 2019) include:

1. Responsive language, that is, children listen and follow instructions from the person they are talking to
2. Expressive language, namely children can express, express needs and ideas to other people
3. Symbolic language, namely children know their identity (name, family name), people around the environment, places, names of objects and adjectives.

The same thing was expressed by (Budiarti et al., 2023) Expressive communication in children aged 4-5 years is a combination of development where children are able to speak regularly and structured. Which means that what is conveyed can be understood by other people so that they can respond to each other both positively and negatively. Expressive language is important for the healthy growth of children, because it is a shaping factor in aggressive behavior and plays a determining role in later life. When structured in acquisition, language abilities can be seen from listening, speaking, reading and writing. Listening and reading are assessed as receptive language skills and speaking and writing are assessed as expressive language skills. Language skills are interrelated with each other, you cannot focus on one skill alone, but when learning responsive skills, other language skills will be involved.

Table 2. Aspects of Language Skills

Characteristics	Oral	Writing
Receptive	Listen	Reading
Expressive	Speak	Writing

The listening process from Brown's (2008) psychological theory is an important thing that needs to be considered in the listening ability process. Through the sensory memory process, we receive and capture various things that we receive and hear through our ears. This short-term memory will be easily forgotten if there is no practice and repetition. Information can be sent through long-term memory in the memorization training process, so that it can be retained again. Brown explains that information processing is done this way under the "Three Box Memory Model."
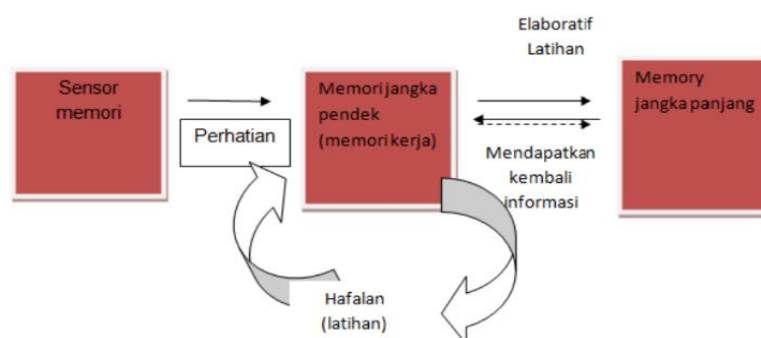

Figure 1. Language Acquisition Process

From this, the listening process goes through five stages: sensory memory, attention, short-term memory, practice/repetition, and long-term memory. From Brown's model, listening is very important, therefore education must prepare children to be able to listen carefully, interested in listening by providing full opportunities to children.

The main goal of understanding a child's developmental stages is so that we can provide appropriate stimulation in different ways and varieties. (Ruslianti, Sabariah, Saqinah, & Susanti, 2023). The stimulation given from one child to another is of course different, it is not certain that the stimulation given by child A is appropriate for child B, this is because children are very unique creatures with different characteristics and learning styles. According to (Djuwita, 2018) early age is the golden age, the age of stimulation of brain function, the first three years of life children have an IQ 20 points higher than those who receive less stimulants. The first 3 years of a child's life are the most sensitive period, which will determine brain development and future life. The brain grows very rapidly, reaching 70-80% at the beginning of a child's life, a 3 month old baby's brain has formed 2 times the number of connections an adult has, around 1000 trillion, through visual, auditory, sensory and motor activity. The essence of children's education is a process of providing stimulation so that children's potential can develop optimally. At this time, children are experiencing the golden age period where brain nerve cells are experiencing very rapid development (Watini, 2019).

Regular and continuous stimulation will strengthen the connections between the nerves that have been formed, so that brain function automatically becomes better. Stimulation given from an early age can also influence a child's brain development. Early stimulation from 6 months of pregnancy to 3 years of age can cause changes in the size and function of brain chemicals. (Chamidah, 2009) in (Solichah, Alwi, Anshoruddin, & Alam, 2021) Stimulation in early childhood can be done both at home and One of the educational institutions is Early Childhood Education through formal and non-formal channels. Early childhood education (PAUD) is a formal education pathway in the form of Kindergarten (TK) or Raudatul Atfal (RA) which organizes programs for ages 4 to 6 years. The implementation of non-formal early childhood education (PAUD) takes the form of Child Care Centers (TPA) and other equivalent forms, which organize programs for children aged 0 to 2 years, 2 to 4 years and 4 to 6 years. (Fertiliana Dea, Setiawan, & Asmiyati , 2020) Based on Law no. 20 of 2003, Article 28 states that Raudhatul Athfal is an Early Childhood Education unit which is on a formal path equivalent to Kindergarten. (Salman & Widodo, 2020) The same thing was stated by (Elan, Rahman, & Dewi, 2022) that RA provides education based on the Islamic religion by establishing the values of belief and piety in children to expand their potential.

Vocabulary mastery in early childhood is a reflection of internal speaking ability (Lestariningsih & Parmiti, 2021). The more children master vocabulary, the easier it is to convey their needs to other people and communicate with the surrounding environment so that children's independence and self-confidence will increase.

Aspects of early childhood speaking abilities according to Hurlock (1978: 185) in (Lubis, 2018) speaking includes three separate but interconnected processes, namely:

1. learning the pronunciation of words. In fact, children only pick up the pronunciation of words from people who are related to them. A child's overall pronunciation pattern will change quickly if the child is placed in a new environment. The people in the neighborhood said different words.
2. Vocabulary development: In developing vocabulary, children must learn to associate meaning with sound. Because many words have more than one meaning and some words sound almost the same but have different meanings.
3. Sentence formation is combining words into sentences that are grammatically correct and can be understood by other people.

Early childhood can develop their vocabulary through the process of absorbing meaning, only after listening to conversations, children can look for ways to correct misunderstandings, and can learn to be good listeners, disputes with their friends can be resolved with words and they can play together. Even though children's vocabulary is slightly mixed with regional language vocabulary, children's vocabulary is influenced by the environment. Early childhood has a good quantity of vocabulary (Fika, Meilanie, & Fridani, 2020; Ruiyat et al., 2019). In developing vocabulary mastery in early childhood, an approach or method that is fun and interesting for children is needed. Some children feel afraid and do not dare to convey their thoughts and ideas to other people because of the uncomfortable atmosphere in their environment (Inten, 2018).

Montessori in (Rosalina, n.d.) in the journal (Buadanani & Suryana, 2021) said that children's language development is visible when children enter the age of four, namely when children are actively learning to read and write with enthusiasm. Vygostsky in (Lestariningrum, 2017) also said that language is very important in the child's learning process. And language development is directly related to children's cognitive development. Language is a system of symbols for communication which is also called language is a cultural tool. According to Soedjito in Tarigan (1994: 447) (Novidawati, 2019) vocabulary is: (1) all the words contained in one language; (2) the richness of words possessed by a speaker; (3) words used in a field of science.

Early childhood, especially children aged 4-5 years, can develop vocabulary in an impressive way. The child enriches his vocabulary through repetition. They often repeat new and unique vocabulary even though they may not yet understand the meaning. Early age children 4-5 years old can use an average of 900 to 1000 different vocabulary words. They use 4-5 words in one sentence in the form of negative sentences, questions and commands (Hurlock, 1980:113).

Determination of Project Based Learning at RA Istiqlal Jakarta

The determination of Project Based Learning at RA Istiqlal Jakarta begins with observing learning activities in September 2023. RA Istiqlal has a variety of student backgrounds, including students from the Istiqlal Play Group who already have experience in learning activities, as well as new students who have no experience. in exploring the media and learning resources provided, with minimal vocabulary mastery due to the impact of the Covid-19 pandemic. On the first day of learning

observations on October 2 2023, researchers saw variations in the abilities of students in group A4. Some children have quite a large vocabulary, while others still need stimulation from teachers in communicating and expressing opinions.

After observation, the researcher conducted interviews with representatives of the curriculum sector, representatives of the student affairs sector, and group teachers regarding the implementation of the project-based learning model. The results of the interviews show that project-based learning at RA Istiqlal is occasional, that is, it is only carried out during certain activities that allow for total or partial project learning, with a frequency of once a month. The theme is determined by the teacher during a work meeting in June with several considerations, including the child's interests and issues or topics occurring around them, learning objectives, and the required duration of each topic.

The project-based learning implementation process involves the following steps:
1. The facilitator is appointed as the person responsible for the activity by the school principal.
2. The facilitator designs and socializes the project to the teacher council, parents and students.
3. Project activities are introduced and reinforced in daily activities, from activities with the class teacher to play centers.

RA Istiqlal designs topic activities in one year as a frame for project activities. For example, for October 2023 with the topic "The Eagle Gift of Allah al-Khaliq," activities include:
1. Observation and discussion about eagles, kite making and kite flying at Lapangan Banteng.
2. Additional activities such as commemorating Pancasila Sanctity Day and Batik Day.

The facilitator also designs topic modules, ranging from making mind maps to story books or encyclopedias. Before the peak implementation of the project, children were stimulated through apperception activities, theme visualization, and play centers with media and learning resources facilitated by the teacher. Play centers at RA Istiqlal include physical exercise centers, macro role playing, blocks, music, natural materials, worship, art, preparation and cooking, with theme modules as a frame for each play center activity carried out every day.

Project-based learning at RA Istiqlal is effective in stimulating children's language development. This can be seen from the daily activity routine which includes opening, main and closing activities, where children are facilitated with various media and varied learning resources. For example, in October with the topic of eagles.

Figure 1. The Eagle Theme in Project Based Learning

Children are introduced to various information about eagles through story books, videos and discussions. They also engage in creative activities such as kite batik and kite flying, which spark questions and discussions that enrich their vocabulary.

Figure 1. Making an Eagle

Observations show that children become more confident in communicating with friends and teachers, are able to express ideas, ideas, statements or questions more easily, and show improvements in social emotional aspects such as patience in queuing and waiting for their turn to speak. Project-based learning at RA Istiqlal has proven to be effective in stimulating children's language development and interactive communication with their surrounding environment.

CONCLUSION

The project-based learning model is very effective in stimulating vocabulary in early childhood through various media and stimulating sentences that stimulate children to ask questions, express statements and answer. Apart from that, this model can grow children's self-confidence because teachers give them the freedom to explore ideas according to their interests. Not only is it effective for practicing language development, the project process also stimulates other developments such as children's social emotional, physical motor and cognitive development. Based on the conclusions and implications that have been put forward, the author provides several suggestions as input for learning effectiveness. For institutions, the success of implementing a project-based learning model is determined by collaboration between

the needs, goals and capabilities of the institution, the situation of educators and the characteristics of students. Before using this model, institutions must provide in-depth material in the form of seminars or training as provisions for teachers and monitor its implementation periodically so that implementation runs optimally. The principal as the main manager is responsible for the success of learning. With education continuing to develop, school principals must understand the program to be implemented before passing it on to teachers, so that learning objectives are achieved systematically and optimally. For teachers, for the project-based learning model to be effective, teachers must be open to all advances in the world of education and have the awareness to continue developing their competencies. Teachers can improve the quality of learning through various ways, such as sharing experiences, joining the driving teacher community, and being active on platforms provided by the government, as well as having abilities within themselves.

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