

EARLY CHILDHOOD PROJECT LEARNING

by Dr. Joko Pamungkas, S.Pd., M.Pd, Dr. Amir Syamsudin, S.Ag., M.Ag, Dra. Sudaryanti, M.Pd, Prayitno, S.Pd., M.Pd, Prof. Dr. Harun, M.Pd, Zaki Fidia Bagus Firamadhan, Aliyah Latifah Hanum Wardani

ABSTRACT

Online learning during COVID-19 has an impact on the physical and mental health of early childhood. Physical children do not move much and mental stimulation is more dominant in children's cognitive-language content. Project-based learning can stimulate children's development as a whole, meaningfully, and provoke children's curiosity. Traditional games can be packaged in a project-based learning approach. The research method uses descriptive qualitative, data collection tools in the form of observation sheets, interview guides, and project-based learning activity document studies. The research subjects consisted of 60 kindergarten teachers from the districts of Gunung Kidul and Sleman, Yogyakarta. The first trial of project-based learning was carried out at the Giripurwo Village Hall, Gunungkidul. The games chosen by the participants were Gotri, Subyung, Hompipah, Domikado, Lurahan, Suksukparembuk, and Chain Messages. The second project-based learning trial is located at TK ABA Ngabean 2, Tempel, Sleman. The games chosen by the participants were the Big-Small Roundabout, Bathok Sluku, Gotri, Hompimpah, Lurahan, Subyung, Suksukparembuk, Chain Message, Simsim-Thanksim. Project-based learning consists of three stages, namely initiation, development, and conclusion of project activities. The results of project-based learning reflect the values ??of mutual respect, helping each other to achieve goals, cohesiveness in achieving collective goals, growing self-confidence, honing the ability to be responsible for every choice of action taken.

Kata Kunci: *Learning, Project, early childhood*