

A COMPARISON OF EARLY CHILDHOOD PROJECT LEARNING BEST PRACTICES IN INDONESIA AND MALAYSIA

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ABSTRACT

The change in the PAUD curriculum paradigm has an impact on the implementation of learning from active teachers to active children constructing knowledge. One approach that emphasizes children's active learning is project learning. The purpose of this study is to compare teachers' experiences implementing project learning in Indonesia and Malaysia. Project-based learning approach is a learning model that encourages active participation of early childhood, supports high-level cognitive activities, requires a variety of tools and resources, considers children's academic and social skills at the same time and emphasizes the use of technology. The data collection method is through questionnaires and interviews. The stages of analysis consist of (1) compilation of focus group discussion data so that it becomes organized data, (2) fragmentation of stage 1 "database" into sections or subsections by naming certain codes according to the content of the data, (3) reassembling data based on the same codes and themes, (4) data interpretation process according to the same or not the same codes and themes, and (5) drawing conclusions on the data patterns formed. The result of the research is choosing a topic/theme that is studied together between children and teachers. Topics are sourced from children's daily lives in the environment around the school. Extracting primary information can be done by visiting the site of the object under investigation, or inviting experts who master the topic. Meanwhile, secondary information is obtained from eBook's or similar. The project implementation stage consists of creating a group of children, agreeing on the rules of the game, and setting the purpose of making the work. Presenting the work to peers and telling the process from start to finish.

Kata Kunci: *project learning, comparing, early childhood*