

# PILOT PROJECT APPLICATION LEARNING MODEL TO IMPROVE KINDERGARTEN STUDENTS' ABILITY IN UNDERSTANDING PANCASILA VALUES

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## Abstract

*The research problem is the low ability of Kindergarten students in understanding the values of Pancasila. This research is classroom action research carried out in cycles, using the Kemis and Tagart models. Each cycle consists of four stages: 1) planning, 2) implementing classroom actions, 3) observing, and 4) reflecting. The research subjects were Bustanul Muta'allimat Blitar Kindergarten students in Class B. The research instrument was a test and a non-test. Data collection techniques using observation and tests. The data analysis technique uses qualitative and quantitative techniques. The findings of the study showed that teachers were able to carry out pilot project-based learning syntax well. There was an increase from cycle one to 85% in cycle two to 95%, and in cycle three it was higher at 97%. Likewise, the findings of research on students' abilities in carrying out pilot project learning syntax also showed an increase in cycle one 74%, in cycle two 82%, and in cycle three it was higher, reaching 88%. Meanwhile, the students' ability to understand and practice the values of Pancasila also increased, the first cycle was 64%, the second cycle was 75%, and the third cycle increased by 89%.*

**Keywords:** Model Pembelajaran, Pilot Project, Pancasila

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## 1. INTRODUCTION

Pancasila is the personality of the Indonesian nation, its value is extracted from the socio-cultural of the Indonesian nation itself, such as the values of divinity, humanity, unity, democracy and justice. These values are a reflection of the personality of the Indonesian nation that distinguishes it from the personality of other nations so that it needs to be preserved and instilled in all levels of society with the aim that the Indonesian nation does not lose its identity. The attitude and behavior of the Indonesian people must reflect the values of Pancasila both in the life of society, nation and state. However, in fact this is not the case, there has been a shift and change in values in society where attitudes and behavior no longer reflect the values of Pancasila.

In an effort to answer this phenomenon, all elements of society must unite and have a shared commitment to preserve and instill the values of Pancasila in all levels of society. Without a genuine will and high motivation to implement Pancasila values in real life, Pancasila which contains noble values is useless and is only limited to a series of words.

The inculcation of Pancasila values from an early age through Early Childhood Education institutions has strategic value. It is said to have strategic value because early age is arguably the golden age or often called the Golden Age. At this time the child's brain experiences the fastest development in the history of life. Therefore, paying more attention to children at an early age is a necessity. The form of attention includes providing education either directly from their own parents or through early childhood education institutions. Therefore, this early development will be a determinant for further developments. Success in carrying out developmental tasks at one time will determine success in the next development period.

From the results of initial observations at the Bustanul Muta'allimat Kindergarten Blitar, it was found that teachers still apply conventional learning so that there is very little opportunity for students to understand and implement Pancasila values in the school (class) environment, family and community. Learning is still dominantly carried out in class so it is boring. Including the material presented does not present examples from real life that reflect the values of Pancasila to be discussed in class. The presence of teachers in the learning process tends to be more dominant while students are passive. Practically activities to explore and explore knowledge and find new ideas are very minimal. In terms of students, in general (90%) students have not been able to understand and implement the values of Pancasila in learning. Students' attitudes and behavior are still far from what is expected, such as the attitude and behavior of

cooperation, tolerance, discipline, respect for the work of fellow friends, being picky about friends in carrying out daily activities both during class hours and breaks.

Efforts to overcome the above problems are carried out by applying a pilot project learning model to improve the ability to understand and implement Pancasila values. In education, the project approach is defined as an in-depth investigation of an interesting topic to study. This investigation is usually carried out by a small group of children in a class, or it can be an entire class, and sometimes also by individual children. The project-based learning process provides opportunities for children to explore, develop thinking and work together according to their respective abilities and interests. If from an early age children are trained to carry out activities according to their initiatives and find creative solutions in solving the problems they face, children will have strong self-confidence, are not easily discouraged, and enjoy learning new things.

The following are the results of the research on the application of the project based learning model that was carried out in PAUD. Nurul Amelia (2021) The project-based learning model is an alternative in delivering learning to early childhood at TKIT AL-FARABI because it has a positive influence on daily problem solving abilities and the implementation of learning with various variations or methods in delivering subject matter makes participants students are not bored or bored in receiving fun learning.

Kt. Seni Lestari1 (2016) Data analysis shows that the cooperative ability of the experimental group children with an average (M) = 93.6%, belongs to the very high criteria, while the control group children's cooperation ability with an average (M) = 88.0 %, which belongs to the high criteria. Hypothesis testing with t-test analysis showed the t value of 2.317 with sig. 0.02. These results indicate that there is a significant difference between the cooperative abilities of children who take part in project-based learning and those who take conventional learning. These results also show that the cooperative ability of children who take part in project-based learning is higher than those who take part in conventional learning. Through these results, it is suggested to kindergarten teachers to use project-based learning in improving children's cooperative abilities.

In the implementation of project-based learning at the PAUD level, there are six stages/flows that must be carried out, namely: First, start with essential questions, namely questions that encourage children to carry out an activity. Second, make a project plan design. Children with assistance from the teacher make a project plan design that will be carried out. The project plan is determined by the child himself referring to the essential questions that have been raised previously. Third, make a schedule. Teachers and children collaboratively arrange a

schedule for the implementation of learning activities. Activities at this stage include: a) Creating a timeline for completing the project. b) Making deadlines for project completion c) Directing children to plan new ways. d) Directing children when they make a method that is not related to the project, and e) Asking children to give reasons for the chosen method. Fourth, monitor children and project progress. Teachers are responsible for monitoring children's activities while completing projects to find out the progress of project implementation and anticipate obstacles faced by children. Fifth, assess the results. The assessment is carried out to measure the achievement of standards, evaluate the progress of each understanding that has been achieved, and be taken into consideration in preparing the next learning strategy. Sixth, reflection. At the end of the lesson, the teacher and children reflect on the activities and project results that have been carried out. The reflection process is carried out individually or in groups.

Project-based learning is a learning model that actively involves children in designing learning objectives to produce real products or projects. Projects created by children encourage a wide range of abilities, not only knowledge or technical issues, but also practical skills. In project-based learning, children are required to formulate their own specific learning objectives. What projects you want to make must be based on the interests and abilities of the child both individually and in groups. Children are also required to organize their own learning activities by dividing the workload among them and integrating the different tasks developed by each child.

## 2. METHODS

This research is a classroom action research carried out in cycles. This action research activity is planned for three cycles, each cycle is carried out three times. The classroom action research procedure referring to Kemmis and Taggart consists of the following stages: 1) planning, 2) implementing classroom action (action), 3) observing (observation), and 4) doing reflection. The themes presented in the learning using the pilot project model are as follows: 1) I Love the Earth; 2) I Love Indonesia; 3) Play and Cooperate; and 4) My imagination.

The subjects of the research were the students of the Bustanul Muta'allimat Kindergarten Kindergarten in Blitar City with 24 students with details of 11 male students and 13 female students. Research instruments in the form of tests and non-tests. The test is used to determine the level of students' ability to understand and practice the values of Pancasila in learning with indicators of achievement, namely: cooperation with fellow friends, caring for the environment, respecting the work of other friends, not discriminating between friends, willing to share between friends, creative in completing problems faced, not easily discouraged, happy to learn

new things. Non-test technique is used to determine the level of ability of teachers and students in implementing the pilot project-based learning model syntax.

Data collection techniques using observation sheets and tests. The observation sheet is used to determine the level of teacher and student ability in implementing the pilot project learning syntax. The test is used to determine the level of students' ability to understand and practice Pancasila values in learning. The data analysis technique used qualitative and quantitative techniques. Qualitative techniques are used by researchers to analyze data about the ability of teachers and students in applying the pilot project learning syntax. While quantitative techniques are used by researchers to analyze data about the level of students' ability to understand and practice Pancasila values in learning.

### 3. RESULTS AND DISCUSSION

The research was carried out in 3 cycles, because in the third cycle the expected learning outcomes were shown. Each cycle was carried out for 3 meetings. Each stage of the cycle consists of planning, implementing, observing and reflecting on the results of the activities. The day and date of implementation are adjusted to the teacher's teaching schedule. The theme presented in the lesson is I Love the Earth, with the topic of waste problems in schools, families and the surrounding environment. The description of learning activities and learning outcomes for each cycle is as follows.

Table 1: The results of observations on teacher activities in applying the syntax of the pilot project learning model

No	Pilot project learning model syntax	Siklus1	Siklus2	Siklus3
1	The teacher's ability to make questions that make students do activities	85 %	95%	97%
2	Ability to assist children in designing projects	84%	90%	95%
3	The ability of teachers to work with students to formulate activity plans	87%	93%	98%
4	The teacher's ability to monitor student activities and the progress of student project results	88%	95%	97%
5	The teacher's ability to assess student project results	85%	90%	98%
6	The ability of teachers and students to reflect on the activities and results of student projects	87%	93%	98%
Average score		86%	93%	97%

The findings of the research above indicate that the teacher's role in learning is very strategic. It is said to be strategic because one of the determining factors for the success of

learning is the teacher. In this case the teacher must be able to work professionally, placing himself as a facilitator and motivator of students in learning. Teachers must be able to understand and apply innovative learning models and leave the conventional learning paradigm that tends to turn off the potential and creative thinking power of students in finding and building knowledge. A similar opinion was expressed by Hobri (2010: 28), several emphasis on shifting the learning paradigm to achieve learning effectiveness, namely: 1) from the teacher's role as a transmitter to a facilitator, mentor, and consultant, 2) from the role of the teacher as a source of knowledge to being a learning role model, 3) from curriculum directed learning to student self-directed, 4) from tightly scheduled learning to open, flexible, as needed, 5) from fact-based learning to problem and project-based learning, 6) from theory-based learning to the real world and action, 7) from habit of repetition and practice to design and investigation, 8) from obeying rules and procedures to discovery and creation of community focus, 9) from competitive to collaborative, 10) from classroom focus to community focus, 11) from predetermined outcomes to open results, 12) from learning to follow norms to creative diversity, 13) from communication is limited to classrooms, towards communication that is not limited, 14) from normative assessment of learning outcomes to comprehensive and sustainable performance measurements.

From the results of observations on student learning activities by applying the pilot project learning model syntax, the theme *Aku Sayang Bumi* with the subject of waste problems in the school, family and community environment gradually students with teacher guidance and assistance are able to carry out and complete tasks in accordance with the pilot project learning syntax well. Cycle I obtained an average score of 74%, sillus II obtained an average score of 82%, and cycle III obtained an average score of 88%. Thus, it can be concluded that in cycles I, II and III, students are gradually able to apply the pilot project learning model syntax well and achieve work results as expected.

Table 2: The results of observations of student learning activities in applying the syntax of the pilot project learning model with a focus on waste problem material

No	Pilot project learning model syntax	Siklus1	Siklus2	Siklus2
1	Ability to understand problems	70%	75%	85%
2	Project design skills	75%	85%	89%
3	Ability to cooperate with teachers in formulating activities	79%	85%	92%
4	Ability to generate projects	73%	84%	87%
5	Ability to reflect on project activities and results	74%	79%	85%
Average score		74%	82%	88%

A learning is said to be effective if the learning really involves students actively both physically and mentally during the learning process. Student activity is a very important factor in the learning process, especially under the auspices of constructivism. Therefore, during the teaching and learning process, students are expected to be actively and seriously involved in all activities to find out a procedure or concept for themselves. According to Paul B. Diedrich (in Hobri, 2010: 29) the types of learning activities are: 1) visual activities, such as reading, paying attention to pictures of experimental demonstrations, observing other people's work, and so on. 2) Oral activities, such as stating, formulating, asking, giving advice, issuing opinions, holding interviews, discussions, interruptions and so on. 3) listening activities, such as listening to descriptions, conversations, discussions, music, speeches and so on. 4) writing activities, such as writing stories, essays, reports, tests, questionnaires, copying, and so on. 5) drawing activities, such as drawing, making graphs, maps, diagrams, patterns and so on. 6) motor activities, such as conducting experiments, making constructions, models, repairing, playing, gardening, keeping animals and so on. 7) emotional activities, such as being interested, feeling bored, happy, calm, nervous and so on.

The results of observations on the ability of students to understand and implement Pancasila values during the learning process with the theme I love the earth with material on waste problems in the school, family and community environment resulted in the findings that students' attitudes and behavior gradually reflected Pancasila values. with indicators that they are able to: 1) cooperate with fellow friends, 2) care for the environment, 3) respect the work of other friends, 4) do not differentiate between friends, 5) want to share between friends, 6) be creative in solving the problems they face, 7 ) has a strong self-confidence, 8) is not easily discouraged, and 9) likes to learn new things in the good category. Cycle I obtained an average score of 64%, sillus II obtained an average score of 75%, and cycle III obtained an average score of 84%.

Table 3: Observations on student attitudes and behavior in understanding and applying Pancasila values in schools, families and the environment around the theme *Aku Sayang Bumi*

No	Indicator	Siklus1	Siklus2	Siklus2
1	collaboration with friends	65%	75%	83%
2	concern for the environment	63%	72%	79%
3	respect the work of friends	61%	69%	78%
4	don't discriminate between friends	68%	79%	89%
5	want to share between friends	71%	82%	91%
6	creative in solving problems	60%	69%	78%
7	have a strong self-confidence	61%	79%	88%
8	not easily discouraged	63%	75%	85%

9	happy to learn new things	61%	77%	83%
	Average score	64%	75%	84%

Pancasila is a way of life for the Indonesian people which provides guidance for the Indonesian people in carrying out their daily lives. Pancasila contains noble values that come from the Indonesian people themselves. The values of Pancasila are not only studied and known, but must be understood and implemented in everyday life. Pancasila values need to be introduced, understood and understood since children are still at an early age, manifested in the form of giving role models. In this case, the most important thing is that the attitudes and actions of parents who are used as role models must reflect the values of Pancasila.

All citizens are required to understand and practice the values of Pancasila and make Pancasila the guide of life. In the learning process, Pancasila is not limited to the context of mere knowledge, but must come to how to apply it in real life. Education in Indonesia should lead to the realization of students who are able to think critically, comprehensively, and proud of their identity as Indonesian children. In other words, the characteristics of Indonesian students are lifelong students who have global competence and behave according to the norms of Pancasila.

The profile of Pancasila Students as in education in Indonesia as stated by Dyah M. Sulistyati, Sri Wahyaningsih, I Wayan Wijania (2021:2) is described in six dimensions as follows: (1) have faith, fear God Almighty and have noble character; (2) independent; (3) work together; (4) global diversity; (5) critical reasoning; and (6) creative.

#### 4. CONCLUSION

Pancasila is the nation's personality which is a characteristic that distinguishes the attitudes and behavior of the Indonesian nation from other nations, as well as the nation's life guide that provides direction for the Indonesian people in carrying out their activities. Pancasila values need to be instilled from an early age, can be instilled through family, school and community channels. The values of Pancasila are not enough just to be learned and known, but also to be implemented in everyday life.

Educational institutions, one of which is early childhood education. Kindergarten is a strategic place in instilling the values of Pancasila. Therefore, a teacher must be able to create a learning atmosphere, existing facilities and infrastructure to support the achievement of



instilling Pancasila values in children including implementing Pancasila values during the learning process. In addition, the learning process also needs to be supported by teachers who are able to develop innovative learning that is able to create a more interesting and fun learning atmosphere so that students' absorption capacity increases.

The findings of the study showed that teachers were able to carry out pilot project-based learning syntax well. There was an increase from cycle one to 85% in cycle two to 95%, and in cycle three it was higher at 97%. Likewise, the findings of research on students' abilities in carrying out pilot project learning syntax also showed an increase in cycle one 74%, in cycle two 82%, and in cycle three it was higher, reaching 88%. Meanwhile, the students' ability to understand and practice the values of Pancasila also increased by 64% in cycle one, in cycle two by 75%, and in cycle three by 89%.

## 5. SUGGESTION .

Colleagues, teachers who carry out duties in early childhood education institutions in Kindergarten should apply the pilot project learning model in instilling Pancasila values in the learning process. Through a pilot project-based learning model, a student is not only asked to memorize and recite the Pancasila precepts, but the child is asked to apply attitudes and behaviors that reflect Pancasila values under the guidance of the teacher.

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