



Implementation of project based learning "Village Environment Bigbook" for early childhood

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Abstract

This research aims to examine the implementation of the project-based learning model within the institution and to analyze the understanding in accordance with Hurlock's theory. This study aims to assess the effectiveness of Project-Based Learning (PjBL) in enhancing children's reasoning and understanding of their environment. This study employs a qualitative case study approach as outlined by Miles and Huberman, focusing on the implementation of project-based learning titled "bigbook of the village environment." The techniques employed for data collection consist of observation, interviews, and documentation. Observations were carried out throughout the learning process, interviews were held with teachers and the school principal, and documentation was utilized to enhance data collection. The data analysis techniques utilized triangulated various data sources. This research indicates that teachers implement Project-Based Learning (PjBL) through six steps: 1) reviewing the current theme, 2) grouping students, 3) implementation, 4) monitoring, 5) assessment, and 6) evaluation. PjBL can promote children's development and improve understanding, as articulated by Hurlock.

Keywords: *Learning Models; Implementation of Project-Based Learning; Steps Involved in PjBL*

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Introduction

Early childhood education necessitates careful planning, specifically regarding the learning model employed. Children's development must be stimulated during the learning process (Hijriati, 2017). The PjBL learning model, when implemented in early childhood education, is thought to improve children's creativity. The project-based learning model is structured to align with the cognitive, social, and emotional developmental stages of children. An inappropriate selection of the learning model in the teaching and learning process can hinder educators' ability to communicate learning material effectively, thereby impacting the intended learning objectives for students (Nikmah et al., 2023). Project-based learning constitutes a model centered on projects. Utilized in educational contexts. Focused on students and driven by outcomes. PjBL significantly enhances learning in early childhood education by providing children with enjoyable and meaningful real-life experiences (Aisyah & Novita, 2025). The PjBL learning model promotes active student engagement in the educational process through project involvement, fostering curiosity and enhancing critical thinking regarding regular issues encountered by children. This PjBL approach emphasizes exploration, play, creativity, and collaboration, facilitating learning through play and experimentation among peers. Children in early childhood acquire knowledge through exploration and project-based activities that are pertinent to their everyday experiences (Sadaruddin et al., 2025).

The Roudhotul Athfal (RA) Qurrota A'yun educational institution implements Project-based Learning (PjBL) through the use of big books. The Roudhotul Athfal (RA) Qurrota A'yun educational institution implements the Project Based Learning (PjBL) model as part of the Merdeka Curriculum. One of the learning innovations implemented by the teachers is the use of bigbooks as the main medium in the PjBL process. The bigbook is themed "Environment," featuring content and illustrations specifically designed for children in rural areas. Through this media, children are introduced to their surroundings, starting from gardens, rice fields, rivers, trees, to clean and well-organized yards. This big book serves both as a medium for storytelling and as a catalyst for educational projects. Children are encouraged to engage in discussions, explore, and directly observe the environmental conditions in their school and home settings. They conducted straightforward projects, including the creation of cleanliness posters, collective trash collection, and the planting of flowers in the school garden.

This activity aims to cultivate environmental appreciation, promote awareness of cleanliness, and emphasize the collective responsibility for maintaining a beautiful and healthy village environment. The children of RA Qurrota A'yun reside in the village, making this theme particularly pertinent to their daily experiences. Children exhibit increased enthusiasm due to a direct connection with their learning experiences. Hurclock (1978) posits that the development of the concept of "understanding" in children necessitates the influence of the environment. This process refines the child's intellect and fosters a conceptual framework for comprehending all occurrences. The steps involved in lesson planning by the teacher include: 1) formulating essential questions pertinent to the lesson theme, 2) organizing students into groups, 3) establishing a timeline for implementation, 4) monitoring the execution of the lesson, 5) assessing students' learning outcomes, and 6) evaluating students' progress. This supports the expert's assertion that project-based learning serves as a teaching model enabling educators to oversee classroom learning through the direct incorporation of project work into their instructional practices (Motimona & Maryatun, 2023). Consequently, the educator formulates instructional steps to support the phases of learning that incorporate Project-Based Learning (PjBL).

Methods

This study employed a qualitative research methodology as outlined by Miles and Huberman. This study employs data collection techniques involving interviews, observations, and documentation. The researcher observed the learning process, focusing on the implementation of Project-Based Learning (PjBL) with busy book learning media, children's responses, and the media utilized during the learning activities. Interviews were carried out with the principal and the teachers. The interview with the principal addressed the learning model and the implementation of Project-Based Learning (PjBL), as well as the activities conducted within PjBL learning. The interview with the teachers addressed the design of classroom activities, the steps

involved in Project-Based Learning (PJBL), and the level of student engagement in these processes. Documentation is conducted for data sources processed through the triangulation technique. Documentation occurs throughout the learning process. The subsequent phase involves the researcher actively seeking appropriate solutions for the implementation of project-based learning steps at RA Qurrota A'yun. According to Maulina (2023), the Miles and Huberman model (2020) asserts that qualitative data analysis is performed interactively and continuously until completion, ensuring that the data collected accurately represents field facts without manipulation. The primary steps in qualitative research, as outlined by Miles and Huberman, include data reduction, data presentation, and conclusion drawing or verification. The diagram below aims to clarify the data analysis model as proposed by Miles and Huberman.

Results and Discussion

The implementation of Project-Based Learning (PJBL)

The implementation of Project-Based Learning (PJBL) is an educational strategy that promotes active student engagement by involving learners in the resolution of real-world problems. PJBL effectively fosters 21st-century skills, including critical thinking, collaboration, and the practical application of knowledge through experiential learning (McKinney, 2023). Project-based learning (PJBL) is effective in enhancing learning outcomes and problemsolving skills, particularly in the domain of science subjects. Within the realm of early childhood education. The implementation of PJBL learning at this institution involves assigning children simple projects that align with weekly or monthly themes and are tailored to their developmental stages (Nurhidayah et al., 2021). The assigned projects effectively engage children's attention and concentration, as the activities are structured to actively involve them in the learning process (Ferrero et al., 2021). Children actively participate in the construction of their own knowledge by engaging in exploration, creativity, and collaboration, rather than merely receiving information. The child-centered approach of PJBL emphasises the needs, interests, and unique potential of each individual child. This enables children to exhibit increased activity, confidence, and independence in task completion. Learning activities gain significance as they are directly connected to the child's real-life experiences (Palapessy et al., 2023).

In this context, the teacher's role shifts from being the primary source of information to that of a facilitator who guides, supports, and supplies the necessary learning resources for the child throughout the project (Boss, 2015). Educators are responsible for monitoring the learning process, offering constructive feedback, and fostering an environment conducive to children's active engagement. Consequently, PJBL serves as a method that fosters cognitive development alongside the social, emotional, and motor dimensions of children's growth in a comprehensive manner (Wulandari et al., 2024). This educational activity employs a project-based methodology, inviting children to develop a learning media in the format of a large book focused on the village environment. This process enables students to gain knowledge in a meaningful manner while fostering the development of critical thinking skills and enhancing their creative expression. Assert that the project-based learning model is designed to address the learning needs of students who are active, innovative, creative, effective, and engaged (Simatupang et al., 2024). The teacher initiated the lesson with a provocative inquiry regarding the village environment. The children identified the village's characteristics, including rice fields, rivers, and mountains, aligning with the learning achievement indicators related to the introduction of their place of residence.

In the implementation of Project Based Learning, the teacher organises students into two groups to facilitate discussion and consensus on a learning schedule. The teacher monitors the implementation of the big book project and offers guidance and motivation to the students. At RA Qurrota A'yun, students participate in activities involving the cutting and pasting of images that illustrate the features of the village environment. The teacher monitors, guides, and assists children experiencing difficulties during the activity to ensure the achievement of learning objectives (Damayanti, 2023). The researcher's documentation results at RA Qurrota A'yun indicate the findings related to the students in Group B as follows. The instructor evaluates the process and students' work using a formative checklist assessment, allowing them to present their findings. This develops confidence and demonstrates the degree to which learning objectives are met. Teachers must be diligent in observing and documenting each aspect of the activities. Teachers should exercise diligence in observing, recording, and documenting the complete

process of activities. Alongside evaluating outcomes, students are afforded the opportunity to present their work, thereby enhancing their confidence and public speaking abilities within the framework of the project-based learning (PjBL) model (Wulandari et al., 2024). This fifth stage is evidenced by the documentation results obtained by the researcher concerning formative assessments and portfolios utilised by the homeroom teacher to evaluate student development at RA Qurrota A'yun.

In the conclusive phase of project-based learning (PjBL) at RA Qurrota A'yun, educators perform assessments to evaluate the efficacy of the learning process and the progression of students. Evaluation is carried out via formative assessment and portfolios to record the process and children's work (Maulina & Hazilina, 2022), with teachers actively participating as facilitators (Habók & Nagy, 2016). Consequently, Group B students exhibited enhanced self-confidence, comprehended the attributes of the village environment, and differentiated it from the urban environment through the use of bigbook media. Project-based learning (PjBL) enhances children's environmental awareness and positively influences schools and communities by contributing to the development of teaching aids, expanding library collections, and fostering a generation that values and takes pride in their environment (Dewi et al., 2025).

Advancement of children's comprehension utilising Project-Based Learning

Through the established learning theme, "Village Environment," early childhood students are encouraged to identify and comprehend the diverse characteristics of rural environments. Children are exposed to the defining elements of a village, including rice fields, rivers, mountains, orange orchards, the ambiance of traditional life, regional specialities, and the diverse local arts and cultures that remain preserved within the community. Hurlock (1978) asserts that learning is equally significant for children as maturation. Children need to recognise the distinctions in their visual experiences. The capacity for "understanding" will develop as children acquire the ability to differentiate. This introduction is informative and tailored to foster meaningful understanding in children, aligned with their cognitive development stages. Hurlock defines understanding or comprehension as a cognitive process that facilitates the connection of new experiences with prior knowledge, thereby allowing children to interpret the significance of various objects, situations, or information. This PjBL approach enables children to familiarise themselves with terms and objects in their village while also comprehending their functions, meanings, and relevance to daily life. According to Hurlock, the development of "understanding" is a complex and lengthy process for children. They possess limited knowledge despite exhibiting sensory maturity comparable to that of adults. Children must acquire concepts derived from their environment to comprehend the surroundings in which they reside.

Project-based learning enables children to explore their village environment through discussions, the creation of large books, and collaborative activities pertinent to their experiences. These activities correspond with Hurlock's perspectives, as they engage active cognitive processes, facilitate social interactions, and promote reflection, all of which are essential for developing a comprehensive understanding in early childhood. The teacher engages the children in learning through the use of busy books. The teacher engages students in constructing basic models of their village. This benefits children, as Hurlock asserts that the process of learning can enhance the concept of "understanding." Children's engagement with objects and interaction with peers and teachers facilitates learning. Through learning, children gain understanding. They utilise their senses for learning and interaction, consequently producing ideas.

Hurlock underscores that a child's reading proficiency initiates with visual imagery. Educators assign projects to students. This is accurate and appropriate. Through projects, children's cognitive abilities evolve into ideas. Children acquire knowledge through visual stimuli, sensory experiences, and interactive engagement. Children engage in sensory exploration, which facilitates the development of motor skills. Children will comprehend the distinctions between heavy and light, as well as rough and smooth. The concept of "understanding" is improving. They are capable of interpreting images due to their comprehension of "meaning." Over time, they can understand the fundamental aspects of short-duration films. Ultimately, they are prepared to read and quantify due to their comprehension of symbols. Several factors influence a child's cognitive

development, including the condition of sensory organs, intelligence, learning opportunities, experience, gender, and personality.

D. Conclusion

The implementation of project-based learning at RA Qurrota A'yun, specifically in Group B, adheres to the six-step framework established by the Ministry of Education and Culture, encompassing the formulation of essential questions through to the assessment of learning outcomes. Teachers employ formative assessments and portfolios to evaluate the efficacy of instructional methods and the learning outcomes of students. This model positively influences independence, active engagement, critical thinking, creativity, and self-confidence in children by providing meaningful learning experiences that are relevant to daily life. The teacher engages the children in storytelling through the use of a busybook, progressing to a project focused on the village environment. The implemented learning model aligns well with Hurlock's theory regarding the process of "understanding" in children. This cognitive stage necessitates active engagement via direct experiences, social interactions, and the manipulation of tangible objects. Developmentally appropriate learning enables children to integrate new experiences with prior knowledge, thereby constructing comprehensive concepts, ranging from the differentiation of textures to the comprehension of symbols. Project-based learning serves as a crucial mechanism for fostering understanding, literacy readiness, and essential life skills in early childhood education.

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