DEVELOPMENT OF A PROJECT-BASED LEARNING TEACHING MODULE TO ENHANCE EARLY CHILDHOOD SOCIAL SKILLS AT HANDAYANI KINDERGARTEN, MAKASSAR

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ABSTRACT

This study aimed to develop a project-based learning (PjBL) teaching module to enhance children's social skills and provide a structured guide for teachers in implementing learning processes. Conducted at Handayani Kindergarten Makassar, the research involved teachers, students, and parents, prompted by initial observations highlighting the need for such a module. The study followed a development research approach using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) for systematic module creation. Data collection methods included questionnaires, interviews, and observations, utilizing validation sheets, teacher and parent feedback forms, and observational data as instruments. A mixed-methods approach (qualitative and quantitative) was employed, combining interview insights with analyzed questionnaire and observation data. Findings indicated that the PjBL module effectively met teachers' needs for systematic and interactive teaching tools, facilitating structured learning implementation. The module's quality was validated with a score of 3.7 for validity, 3.5 for practicality, and an N-Gain test result of 0.8, indicating a high-category improvement in children's social skills. Furthermore, trial results demonstrated its effectiveness, scoring 3.4, confirming the module's suitability for enhancing social skills at Handayani Kindergarten.

Keywords: Project-based learning; teaching module; early childhood; social skills

1) INTRODUCTION

Early childhood education (PAUD) plays a strategic role in laying the foundation for a child's holistic development, encompassing physical, cognitive, social, and emotional aspects. In the social domain, social skills are a critical component that must be nurtured from an early age, as they serve as the basis for children to interact, cooperate, and build healthy relationships with others. However, initial observations at Handayani Kindergarten in Makassar indicate that children's social skills have not developed optimally. This may be due to conventional learning

approaches that do not provide sufficient opportunities for collaboration and interaction among children.

The *Merdeka* Curriculum, implemented in Indonesia since 2022, grants educational institutions the flexibility to design learning experiences based on students' individual characteristics. One relevant approach to developing social skills is Project-Based Learning (PjBL). PjBL is a student-centered learning model in which students engage in projects that promote collaboration, exploration, and problem-solving. This approach not only enhances social skills but also fosters responsibility, creativity, and active participation in the learning process.

This study aims to develop a Project Based Learning teaching module specifically designed to enhance children's social skills at Handayani Kindergarten in Makassar. The development of this module uses the ADDIE model (Analysis, Design, Development, Implementation, Evaluation), which is known to be effective in designing structured and relevant learning. This model provides systematic guidance, from needs analysis, module design, material development, classroom implementation, to evaluation of the module's effectiveness.

Preliminary studies show that teachers at Handayani Kindergarten need systematic teaching tools to integrate the PjBL approach into their teaching. Limitations in resources, such as relevant teaching modules, and challenges in understanding the application of Project Based Learning, are major barriers to developing children's social skills. Therefore, this research is expected to meet these needs by providing a PjBL-based teaching module that is valid, practical, and effective.

This research not only contributes to the development of learning theories but also has significant practical implications. The resulting teaching module can serve as a guide for teachers in implementing interactive, collaborative, and relevant teaching that meets the needs of children. Additionally, the PjBL approach integrated into this module is expected to provide meaningful learning experiences for children, thereby optimally developing their social skills.

Thus, this research holds significant importance in supporting the achievement of holistic early childhood education goals that are relevant to contemporary challenges. Moreover, this study provides new insights into how the PjBL approach can be effectively applied in early childhood education settings to enhance children's social skills.

2) METHODS

This research aimed to develop a Project-Based Learning (PjBL) teaching module to enhance the social skills of children at TK Handayani Makassar. To achieve this, the study employed a developmental research methodology guided by the ADDIE model, which consists of five systematic stages: Analysis, Design, Development, Implementation, and Evaluation. This model ensures a structured approach to module development while aligning with both educational goals and practical classroom needs.

The study adopted a mixed-methods design that integrated both qualitative and quantitative approaches to strengthen the validity and depth of the findings. Qualitative data

provided in-depth insights into the needs of teachers and students, while quantitative data were used to measure the effectiveness and practicality of the developed module.

Data Collection Procedures

1. **Needs Analysis**:

   The research began with a comprehensive needs analysis to identify gaps in existing teaching strategies and learning resources. Data were gathered through semi-structured interviews with teachers and parents to explore their perspectives on the development of children's social skills and the integration of PjBL. Classroom observations were also conducted to examine current practices and assess the baseline of children's social interactions. In addition, questionnaires were distributed to teachers to collect detailed input regarding instructional challenges and necessary resources.

2. **Module Development**:

   Based on the results of the needs analysis, the module was then developed in the design phase. This draft included clearly defined learning objectives that aligned with PjBL principles, a series of interactive activities aimed at promoting collaboration, empathy, and communication, as well as assessment tools to measure the improvement of children's social skills.

3. **Implementation**:
   The module was subsequently implemented in the classroom over a defined period, during which teachers facilitated project-based activities and students actively participated. Observers documented classroom interactions and outcomes to evaluate the module's practical application.

4. **Evaluation**:
   The evaluation stage involved administering pre-tests and post-tests to measure changes in children's social skills, with N-Gain analysis used to determine the level of effectiveness. Feedback was also gathered from teachers and parents through structured questionnaires to assess the module's relevance and practicality. Furthermore, observation forms were used to record children's participation and their social interactions during the learning process.

Qualitative data, including interview transcripts and observation notes, were analyzed thematically to extract meaningful insights and identify recurring patterns related to the development of social skills. Meanwhile, quantitative data were analyzed using statistical tools, particularly N-Gain analysis, to evaluate improvements before and after the implementation of the module. The level of effectiveness was then categorized as high, moderate, or low according to predefined criteria.

This study also adhered to key ethical considerations. Informed consent was obtained from all participants, including teachers and parents. Anonymity and confidentiality were strictly maintained throughout the research process. All activities were designed to be developmentally appropriate and to avoid causing stress or discomfort to the children.

To support data collection and validation, various tools and instruments were used. These included validation sheets that involved expert review to ensure the accuracy and relevance of the module content, observation checklists to record children's behavior and interactions, and rubrics specifically designed to assess social skills such as cooperation, sharing, and empathy.

This comprehensive methodology not only ensures the validity and practicality of the developed module but also provides actionable insights for future applications of PjBL in early childhood education. The iterative nature of the ADDIE model ensures that the module is refined and tailored to meet the needs of children and educators effectively.

3) RESULTS AND DISCUSSION

To identify the needs and issues in improving children's social skills, the preliminary study phase was conducted through observation, interviews, and questionnaires. This information was then used as a consideration in the development of a Project Based Learning teaching module to enhance children's social skills. The results of the observations can be seen in the following table.

Table 1. Initial Observation Results

INITIAL OBSERVATION OF SOCIAL SKILLS																
NO	ASPECT OBSERVED	A 1	A 2	A 3	A 4	A 5	A 6	A 7	A 8	A 9	A 10	A 11	A 12	A 13	A 14	A 15	Average
1	Cooperating in groups	1	1	1	2	2	2	1	1	2	2	2	1	1	1	1	1
2	Sharing tools and materials	2	1	1	1	2	2	1	1	1	2	2	1	1	2	2	1
3	Listening to friends' opinions	2	1	1	1	2	1	1	1	1	2	1	1	1	2	1	1
4	Expressing ideas/opinions	2	1	1	1	2	1	1	1	1	2	1	1	1	2	1	1
5	Helping friends in difficulty	2	1	1	1	2	1	1	1	1	2	1	1	1	2	1	1
6	Completing given tasks	2	1	2	1	1	1	1	2	1	1	1	1	1	1	1	1
7	Waiting for turn	1	1	2	1	1	1	1	2	1	1	1	1	1	1	1	1
8	Appreciating friends' work	1	1	2	1	1	1	1	2	1	1	1	1	1	1	1	1
9	Participating in group discussions	1	1	2	1	1	1	1	2	1	1	1	1	1	1	1	1
10	Showing empathy	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Note:
1: Not Developed
2: Developed
3: Developed as Expected
4: Developed Very Well

The observations conducted at Handayani Kindergarten regarding the development of children's social skills were obtained from various indicators, such as cooperating in groups, sharing tools and materials, listening to peers' opinions, and other social skill aspects. The data were measured through several activity sessions. Based on the summarized observation results, it is evident that many children's social skills have not yet developed optimally. Some indicators show that children still need proper stimulation in the learning process. The following chart illustrates the social skill achievements observed in the group.
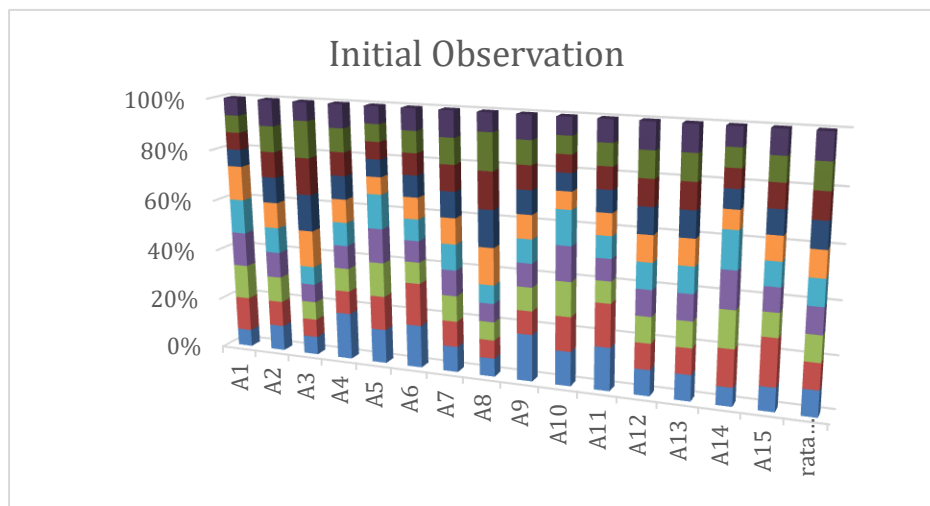
Figure 1. Graph of Initial Observation Results

Based on the table and graph analyzed above, the results of observations conducted at TK Handayani on August 5–6, 2024, indicate an average score of 1, suggesting that the children's social skills are underdeveloped. The observations revealed that the teacher employed conventional teaching methods, primarily using lectures focused on direct material delivery to the entire class, during which the children listened passively. No collaborative activities or group work were provided, limiting opportunities for the children to develop their social skills. Moreover, the teacher placed greater emphasis on cognitive outcomes through activities such as counting, reading, and writing, while the development of social skills was largely overlooked. In addition to the observation findings, an interview was conducted with the teacher of Group B regarding children's social skills, and the results are summarized in the table below.

Table 2. Interview Results

No	Interview Component	Questions	Interview Results
1.	Cooperating in Groups	Do the children in your class often have the opportunity to work in groups?	The children are rarely given the opportunity to work in groups. I more often assign individual tasks because I find it easier to directly control their learning outcomes. As a result, they are not used to working well in groups.

		How is this activity carried out, and do you feel the children are already accustomed to working well together?	When I try group activities, the children seem not to understand how to work together. They tend to work individually and communicate less with their group members. I rarely involve activities that truly encourage teamwork.
2.	Sharing Tools and Materials	How do you encourage the children to share tools and materials during class activities?	I usually distribute the tools and materials directly to each child, so they are not accustomed to sharing with each other. Thus, the encouragement to share is still very minimal.
		How often do the children do this on their own?	The children rarely do this on their own. They still wait for instructions from me for everything, including the use of tools and materials.
3	Listening to Friends' Opinions	How do you train the children to listen to their friends' opinions during group discussions or activities?	I have not involved many group discussions in learning activities. So, I have not focused on training them to listen to their friends' opinions.
		Are there children who still struggle to listen to and respect their friends' opinions?	Yes, because they are not accustomed to group discussions, they often do not listen or respect their friends' opinions. They are more focused on their own tasks.
4	Expressing Ideas/ Opinions	Are the children given opportunities to express their ideas or opinions during activities?	Opportunities to express ideas or opinions are very rarely given. I mostly use a lecture method where I talk, and the children listen.
		How do you help shy or less confident children to speak up?	I have not given special attention to shy children. Since self-expression activities are not frequent, shy children don't have enough opportunities to speak.
5	Helping Friends in Difficulty	How do you encourage the children to help friends who are struggling during learning activities?	I more often help children who are struggling directly, rather than encouraging them to help each other. The children are not accustomed to offering help to one another.
		Have the children started to show a habit of helping each other?	Not really, because I have not implemented activities that encourage them to help one another. They are more focused on themselves.
6	Completing Assigned Tasks	How independent are the children in completing assigned tasks, both individually and in groups?	The children often depend on me to complete tasks. Their independence hasn't developed well, mainly because I often give detailed instructions rather than letting them complete tasks on their

			own.
		Are there any challenges in keeping them focused and completing tasks on time?	Yes, the children often lose focus, especially because they are not accustomed to working independently or in groups. I have to keep guiding them.
7	Waiting for Their Turn	How do you train the children to be patient in waiting for their turn during activities or discussions?	I have not specifically trained them to wait for their turn. Since activities involving discussions or turn-taking are not often done, the children are not accustomed to waiting their turn.
		Are the children able to wait their turn well?	Not yet, they still often scramble to speak or do something without waiting for their turn.
8	Appreciating Friends' Work	Are the children taught to appreciate their friends' work?	I have not specifically taught them to appreciate others' work. My main focus is more on task completion, not on appreciating others' work.
		How do you introduce the concept of mutual appreciation in the class?	I have not explicitly introduced the concept of appreciating friends' work. This may be one aspect I need to pay more attention to.
9	Participating in Group Discussions	How do you ensure that all children actively participate in group discussions?	Group discussions are rare, so I don't have a way to ensure all children participate. The children tend to be passive because they are not accustomed to such activities.
		Are there children who tend to be passive and not participate?	Yes, many children are still passive, especially because I haven't accustomed them to group discussion activities.
10	Showing Empathy	How do you teach the children to show empathy towards their friends?	I have not specifically taught empathy to the children. My learning focus is more on academic aspects, so social aspects like empathy have not been prioritized.

		Have the children started to show empathy, such as comforting a sad friend or sharing with a friend in need?	Not yet, because I have not often emphasized the importance of empathy in daily activities. The children are more focused on themselves.

Based on the survey results, teachers demonstrated a sufficient understanding of the concept of Project-Based Learning (PjBL), although their confidence in implementing it remained moderate, as reflected by a score of 2 on points 2 and 3. Teachers expressed a strong need for a PjBL module, particularly in areas related to enhancing children's social skills and providing relevant project examples, indicated by a score of 4 on points 4, 5, and 6. Furthermore, support in the form of training and teaching aids was also considered highly important (points 8 and 9), suggesting that teachers require additional resources to implement PjBL effectively.

Based on these findings, it can be concluded that teachers require support in the form of a teaching module that applies the Project-Based Learning (PjBL) approach to enhance children's social skills. This section presents the answer to the first research question, which focuses on the level of need for a PjBL teaching module to improve children's social skills. The analysis involves identifying issues that emerged from initial observations at the research site. These findings were then examined through a theoretical lens to understand the gap between current field conditions and the expected outcomes.

This needs analysis of teachers regarding the PjBL-based teaching module aims to explore the fundamental requirements necessary for developing a teaching module capable of improving children's social skills. The PjBL-based teaching module is designed as a guide for teachers to carry out the learning process, emphasizing a project-based approach to support the development of children's social skills.

This approach is supported by Gagne's theory, which asserts that good instructional design, including the use of teaching modules, can enhance the effectiveness of learning. In his book *The Conditions of Learning*, Gagne explains the importance of learning aids, such as modules, to meet diverse learning needs. Merrill also emphasizes the importance of teaching modules in the context of project-based learning. A well-structured module can help students understand the learning objectives and the processes required to achieve them, as well as support collaborative learning that impacts students' social skills.

Several previous studies relevant to Project-Based Learning (PjBL) teaching modules aimed at enhancing social skills are summarized below. One such study by Anisa Rahma Widayati, titled *"Pengembangan Modul Ajar Berbasis Project Based Learning (PjBL) untuk Mendukung Sikap Peduli Lingkungan pada Materi Perubahan Lingkungan,"* is a development study aimed at producing a PjBL-based teaching module. The primary focus of Widayati's research is to analyze the effectiveness of the module in improving high school students' environmental awareness. While both Widayati's research and the current study develop teaching modules using the PjBL approach, the key difference lies in their focus: Widayati emphasizes environmental care, while the current study focuses on enhancing children's social skills. Additionally, Widayati employed the 4D Thiagarajan development model, whereas this

study adopts the ADDIE model. Her module was proven valid and effective through validation and pre-experiment testing.

Another relevant study is by Widya Riyani, titled *"Pengembangan Modul Berbasis STEM pada Materi Perubahan Lingkungan untuk Siswa SMA,"* which aims to improve students' abilities through structured module development. Both Riyani's and the current research share similarities in developing teaching materials that support the learning process and monitor student progress, using a research and development (R&D) approach. However, Riyani modified Sugiyono's R&D method into eight stages, while the current study follows the five-stage ADDIE model. Riyani's study focuses on STEM-based modules to build environmental care, whereas this study emphasizes developing children's social skills through the PjBL method. Riyani's results show high module validity and suitability for high school use, in contrast to the focus of this study.

Similarly, Yaspin Yolanda's study, *"Pengembangan Modul Ajar Fisika Termodinamika Berbasis Kontekstual,"* seeks to create effective modules to improve students' understanding of thermodynamic physics. Both Yolanda's and this study utilize the ADDIE model to evaluate validity, practicality, and effectiveness. However, the focus differs: Yolanda's research is centered on physics, while the current study emphasizes social skills development in early childhood education through the PjBL approach.

The study by Hana Triana, Prima Gusti Yanti, and Dina Hervita, titled *"Pengembangan Modul Ajar Bahasa Indonesia Berbasis Interdisipliner di Kelas Bawah Sekolah Dasar pada Kurikulum Merdeka,"* also follows the R&D approach and targets first-grade students and teachers. While both studies aim to develop relevant teaching modules, this study emphasizes social skills through PjBL, in contrast to the earlier focus on Indonesian language reading skills using an interdisciplinary approach.

Yudi Hidayat's research, *"Pengembangan Modul Ajar Matematika Berbasis Kontekstual,"* creates modules relevant to students' daily lives to enhance understanding of mathematical concepts. Although both studies aim to produce effective teaching modules, Hidayat's research focuses on mathematics, whereas the current study centers on social skill development via PjBL.

Rizky Ramadhan's study, *"Pengembangan Modul Pembelajaran Sains Berbasis Proyek,"* aims to increase student participation in science learning. Both studies promote active learning, but Ramadhan focuses on science content, while this study emphasizes social skills development. In contrast, Dwi Ratnasari's study, *"Pengembangan Modul Ajar Berbasis Teknologi Informasi untuk Siswa SMA,"* employs the 4D development model and centers on integrating technology into learning. While both studies share a goal of developing effective modules, this study uniquely focuses on social skill development through PjBL.

Furthermore, Dinda Lestari's study, *"Pengembangan Modul Pembelajaran Matematika Berbasis Kearifan Lokal,"* uses the Borg and Gall model to develop modules incorporating local wisdom in mathematics. Again, both studies aim to create effective modules, yet Lestari's emphasizes contextual mathematics learning, while this study targets social skills through PjBL. Miftahul Jannah's research, *"Pengembangan Modul Pembelajaran Fisika Berbasis Inquiry,"* aims to enhance students' understanding of physics through inquiry-based learning. Although both

share the goal of improved learning modules, Jannah's focus is physics, while the current research concentrates on early childhood social skills.

Aulia Septiana's work, *"Pengembangan Modul Ajar Seni Budaya Berbasis Proyek,"* is also relevant. Both studies employ project-based approaches to learning, but Septiana focuses on cultivating students' creativity in cultural arts, while this study targets social skills development. Siti Rahmah's research, *"Pengembangan Modul Ajar Tematik Terpadu untuk Anak Usia Dini,"* aims to improve fine motor skills in early childhood using the 4D model. Both studies are similar in developing early childhood modules with an R&D approach, yet differ in focus—Rahmah's being fine motor development, while this study emphasizes social skills via PjBL.

The results of this study highlight a strong need among teachers for modules specifically designed to support the implementation of PjBL. Survey data revealed that many teachers feel inadequately equipped with resources and guidance to apply PjBL effectively, pointing to a clear gap between practical classroom needs and available teaching aids. Therefore, the development of PjBL-based teaching modules that align with both teacher and student needs is essential. These modules not only facilitate effective implementation of PjBL but also contribute significantly to improving children's social skills and creating more meaningful and engaging learning experiences.

4) CONCLUSION

This study concludes that the development of a teaching module based on Project-Based Learning (PjBL) significantly supports the improvement of children's social skills at TK Handayani Makassar. The findings indicate that a structured and well-designed module, tailored to teachers' needs, can effectively enhance children's collaboration, communication, empathy, and other essential social abilities. Implementing PjBL not only creates a more interactive learning environment but also addresses the limitations of traditional teaching methods by fostering meaningful, student-centered learning experiences.

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