



# CHILD MORAL EDUCATION WITH PROJECT-BASED LEARNING IN CONTEXTUAL LIFE: PERSPECTIVES OF QS AL-ANAM 151-153 AT DHARMA WANITA KINDERGARTEN, NGRAMI NGANJUK

Maidatus Sa'diyah<sup>1</sup>, Wawan Herry Setyawan<sup>2\*</sup>, Karyoto<sup>3</sup>, Dwi Sisbiantoro<sup>4</sup>

<sup>1</sup>Universitas Hasyim Asyari Jombang, Indonesia; <sup>2,3,4</sup>Universitas Islam Kediri, Kediri, Indonesia

\*Corresponding Author: [wawansetyawan@uniska-kediri.ac.id](mailto:wawansetyawan@uniska-kediri.ac.id)

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**Abstract.** This study intends to investigate how the Pancasila Student Profile Project is being implemented at Dharma Wanita Kindergarten in Ngrami Nganjuk, East Java, to teach students how to make jumputan batik by the character development of QS. Al Anam 151-153. An ethnographic approach was employed in the descriptive qualitative research methodology. The P5 Jumputan Batik Shirt Implementation Process is the subject of the study. Observation and documentation are used to obtain data. The source triangulation technique is applied to ensure the data's veracity. The presentation, reduction, and conclusion are the first steps in the data analysis technique. The results of the research show that. The Nganjuk Dharma Wanita Kindergarten teacher memorized all the steps sequentially in six sessions. In addition, students can develop character dimensions, be tough and creative, fearless and demanding of piety. The character built is by the first dimension of the Pancasila Student profile, fear of God Almighty. It has a noble character that reflects students having good morals in communicating with God Almighty in line with the commands of QS. Al-Anam 151-153. The teacher offers several solutions to overcome these difficulties, including (1) Formation of heterogeneous groups so that students who understand the teacher's instructions can explain their groups to their members. (2) By adding lessons, teachers can help students complete assignments and projects and meet their needs by tracking student progress.

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## Correspondence address:

Program Studi Pendidikan Bahasa Inggris Universitas Islam Kediri.  
Jln. Sersan Suharmaji 38 Kediri, Jawa Timur, Indonesia.

[wawansetyawan@uniska-kediri.ac.id](mailto:wawansetyawan@uniska-kediri.ac.id)

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[primagistrauniflor@gmail.com](mailto:primagistrauniflor@gmail.com)

## INTRODUCTION

The curriculum (1947) was the first to be introduced in Indonesia. The curriculum was then enlarged, leading to the creation of the 2004 reform curriculum, which includes the curricula from 1964, 1968, 1973, 1975, 1984, 1994, and 1997. The curriculum for 2006 used competency-based instruction or academic units. Variations of the 2013 Curriculum include the 2018 Curriculum Levels (Manurung, 2019). Indonesia has the most recent Mandiri Emancipation curriculum because of this.

The recovery of Indonesia's education system, which was then going through a crisis. A priority for creating an emancipatory curriculum is the COVID-19 outbreak (Iskandar et al., 2023). The Covid-19 pandemic has considerably influenced schools, particularly regarding learning disabilities and learning difficulties, according to studies by Febiyanti et al. (2021) and Setyawan & Nawangsari (2021). Anggraena et al. (2022) assert that learning difficulties may prevent Indonesian schoolchildren from achieving the desired levels of literacy and numeracy. The absence of learning primarily occurs during the epidemic because distance education's teaching and learning methods are ineffective. There are four main programs in the new curriculum, which is known as the Emancipatory Curriculum (independent curriculum) and is chosen by the Minister of Education and Culture.

Using an independent curriculum has several benefits, particularly for children (Bitto et al., 2023). These benefits include giving key courses like reading more attention, using project-based learning (PjBL) to help students develop their soft skills and personalities, and allowing

teachers to modify their lessons according to their student's learning styles. Adapted to the context (Dogara et al., 2020). The introduction of the Pancasila student profile has helped the educational system in Indonesia regain its optimism. Sadly, this curriculum's national implementation still has to be finished.

According to the Decree of the Minister of Education, Culture, Research, and Technology Number 56 of 2022, the full curriculum will be introduced in all educational settings in 2024. As a result, an independent curriculum or an independent executive curriculum (IKI) can be used. Implementation Curriculum program development (Kemendikbud, 2020a). A self-contained curriculum lets teachers customize their instruction to their student's learning styles and needs. There is no requirement for a specific order. Teachers can creatively plan lessons based on the pupils' needs. The student and the condition of the school are also factors in minimum grades. Other additional formats include Learning Outcome Streams, Project Based Learning (PjBL), and Learning Achievement Streams.

PjBL, or project-based learning, is a learner-centered approach. It is a component of the PjBL function. Another characteristic of project-based learning is originality (Chimbi & Jita, 2021), student-centeredness the requirement for student and societal collaboration, skill integration and the ultimate quality of the final product (Harianto et al., 2020). This indicates that the PjBL's primary goal is to produce a product. PjBL is a teaching strategy that emphasizes project-based learning, according to Guo et al.(2020) PjBL students work together on projects, adhere to action plans, and produce finished goods that may be displayed to others.

Project-based learning also requires technical support (Yogeshwaran et al., 2019). Students must collaborate to gain the knowledge needed to finish assignments (de la Torre-Neches et al., 2020). Students must therefore be able to implement projects creatively. PjBL, on the other hand, helps pupils by fostering the development of teamwork. Students' writing abilities and creativity can be enhanced when they work together on a project and find solutions to real-world issues (Rohm et al., 2021). "learning by doing" is also very important in project-based learning (PjBL) approach. Due to the information and experience they receive through applying the material; students learn more than just the theory.

Collaboration can be used to implement project-based learning, as previously mentioned. Projects kids complete to understand more about life in general and the human condition can help them explore and discover themselves (Darmuki et al., 2023; Premo et al., 2018; Setyawan, 2017). The Nganjuk Dharma Wanita Kindergarten is one of the educational institutions founded by PjBL. During the preliminary study, PjBL kept an eye on how the autonomous curriculum was used in schools. Additionally, the researcher gathered numerous documents about implementing the PjBL program at the Nganjuk Dharma Wanita Kindergarten and conducted preliminary interviews with counselors who worked with the youngsters at the school.

In this study, researchers looked into how PJBL is utilized to give kids learning opportunities and the value they get from it in quality control. A hidden message is contained in Al-anam chapters 151–153, which urges piety, hard work, creativity, and a lack of fear of poverty. Students with good character in their relationship with God Almighty are reflected in character created according to the first dimension of the profile of students who believe in Pancasila, fear God Almighty, and have noble character (Syofyan et al., 2022). By working with parents to create Jumputan batik projects, educators may broaden children's knowledge and experience. In other words, this activity involves parents, teachers, and kids working together.

## METHODS

Descriptive qualitative research with an ethnographic perspective was the method employed. At the Dharma Wanita Kindergarten in Ngrami Nganjuki, the Jumputan batik clothing was the subject of the study. Observation and documentation are used to acquire data, while source triangulation is a way to ensure the authenticity of the data. Presentation, reduction, and inference were the first steps in data analysis methodologies. The primary



instrument was the researcher. Presentation, reduction, and conclusion come first in the analysis of data. As part of processing the relevant data, important topics relating to the Pancasila student profile dimension, the institutional dimension of early elementary school pupils, and collaborative project activities in which tasks are completed in cooperation are examined.

## RESULT AND DISCUSSION

### A. Application of the Project-Based Learning Model in Jumputan Batik

The best method for Indonesia's new curriculum, known as the Merdeka curriculum, is project-based learning. This study made project-based learning available to kindergarten at the Nganjuk Dharma Wanita school. There are six stages to the project-based learning process: Start with the most important questions, then design a project strategy, a timeline, and then monitor student and project progress. Then, analyze the results and evaluation of the experience.

Independent learning uses various teaching and evaluation techniques in the classroom. Teachers who concentrate on the demands of their responsibilities make a succession of sensible decisions that lead to differentiated learning (Hadi et al., 2022). Learning also stresses learning objectives, psychomotor and emotional attention, and number-related cognitive domains. Both elements aid in the development of pupils' life skills. In order to apply the independent learning model, Kemendikbud (2020b) provides the following explanation of the key traits of learning characteristics: Enhance the learning environment, clearly express learning objectives, encourage student learning, maintain strong classroom management, and assess students continuously. The following are the goals of differentiated learning, according to (Budiman & Samani, 2021; Mutiara et al., 2022). Support learning for all students, improve learning outcomes and student engagement, enhance student independence and healthy teacher-student interactions, and raise teacher satisfaction.

Learning in a curriculum based on structured learning programs and learning activities through projects that increase the embodiment of the Pancasila student profile are two elements of the emancipatory curriculum structure (Shodiq, 2023). These two exercises' creativity offers two indications of the caliber of the pupils and the emphasis-on-competence principle. In order to fully engage instructors and students, the curriculum framework must first include learning that is completely focused on the core competencies and traits (Hastuti & Ismelani, 2023). The core of education is this. Second, the Pancasila Student Profile Project allows students to interact with current issues, including welfare, diversity, environmental issues, global warming, sustainable living, diversity, and tolerance.



Figure 1. They provided examples and assisted students with finishing projects.

A strategy is needed to implement a project-based learning methodology. Based on Mitchell et al. (2009) and Puspitasari et al. (2022), PjBL can employ various strategies. The first strategy is instructor participation and trust. Higher levels of awareness, goal-setting, and ownership of learning are encouraged by teachers. Fleming (2000) discovered a link between teachers' opinions and their teaching methods, namely when they provided examples and assisted students with finishing projects (Figure 1). However, the dedication of the teachers will determine how well PjBL is implemented. Teachers try to support their pupils' skill development at different points.

Stages process of batik jumputan at kindegarden Dharma Wanita Ngrami Nganjuk based Figure 1. The first is, Set up equipment and supplies. b) Make sure the towel is clean before using it. c) Choose and create the ideal batik motif. d) Use coins, marbles, or other small stones to decorate the cloth, then knot it with a rope or piece of rubber. d) Boil water, color, and a small amount of salt until they reach a rolling boil. e) Wet the first-tied piece of fabric. f) Add the patterned fabric ties to the boiling, colored water, and let them sit for 20 to 30 minutes to let the colors soak in. g) If the fabric has a different design and color, dye it again. h) Untie the cloth, remove the other dipped, and thoroughly rinse. i) Iron it after letting it air dry in the sun.

### B. Pancasila Student Profile Work Degree

Occurring on June 14, 2023 (Figure 2). His job is to execute the tasks associated with several initiatives that increase awareness of Pancasila pupils. Project to improve Pancasila students' profiles, multidisciplinary education to be perceptive and come up with answers to environmental issues. In order to improve the competency profiles of various Pancasila students, this project activity gives students a chance to learn in an unusual setting. It provides a flexible learning framework that is directly tied to the environment.

Student creativity, the outcome of learning in project activities, is described by the work's quality. Beginning with their capacity to analyze environmental issues and conduct quick investigations to uncover answers. Ability to communicate concepts and research findings. I use my imagination to hand-draw and collaborate on tie patterns. Student ingenuity is seen in the use of clear, succinct text, appealing visuals, and color harmony. Imagination and ingenuity on the part of the students may be seen in their idea of decorating exhibition panels with various concepts.

The completed project activity chose the theme "Construction of Creativity" in conjunction with Jumputa's tie-dyed artwork, whose specific theme was the spirit of creation, the foundation of my success. This activity aims to let kids discover their creative potential while working together to create the pieces shown in (Figure 2).



Figure 2. Building Creativity Together with Batik Jumputan Works

Project activities allow all physical participants to present the project's findings through a presentation or mask using the same name. According to QS, this action provides an opportunity, additional value, and character for everyone involved in the collaborative effort. Al

Anam 151–153: Only fear Allah and do not relinquish lightly; be hardworking and inventive; be fearless and exhort piety (Figure 3).



Figure 3. Jumptan Batik Creativity Concept

## CONCLUSSION AND SUGGESTION

There are tri points that can be concluded a). The Dharma Wanita Nganjuk Kindergarten teacher exercises these processes separately throughout six sessions. This meeting did not adhere to the four meetings specified in the lesson plan because the teacher had to arrange additional sessions to evaluate students' progress and could not schedule student discussions promptly. b). Students can develop a dimension of character in which they are tough, creative, courageous, and demanding of godliness. The character built is in accordance with the first dimension of the student profile of the Pancasila Aqidah, piety to God Almighty, and a noble character that reflects students having good morals in their relationship with God Almighty. QA Al-Anam 151-153. c). The instructor suggests several ways to overcome these obstacles, including (1) The formation of heterogeneous groups enables students to explain their groups to other group members who understand the teacher's directions. (2) By adding new topics, teachers can assist students in finishing projects and meet their needs by talking about student progress.

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