

DEVELOPING SOCIAL-EMOTIONAL ASPECTS THROUGH THE PROJECT BASED LEARNING MODEL AND DIRECT INSTRUCTION IN CREATING SIMPLE ARTWORKS IN GROUP B OF THE NORTH BANJARMASIN STATE KINDERGARTEN

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Abstract

This research is motivated by the low activity and social-emotional abilities of children, as well as a low sense of cooperation and mutual assistance among group members. This result is caused by the lack of activities that stimulate children's social-emotional development and the learning used is not very interesting. The purpose of this study is to describe the activities carried out by teachers, the activities carried out by children, and analyze children's social-emotional development. This research method applies a qualitative approach and uses Classroom Action Research (CAR). Data collection methods include observation, document recording, and interviews. The type of data used in this study is qualitative data. Data analysis was carried out using qualitative descriptive techniques explained through cross-tabulations and graphs presented with predetermined indicators of developmental success. The results show that the application of the Project Based Learning and Direct Instruction models improves Simple Artwork in teacher activities, children's activities, and children's social-emotional development at each meeting. This is confirmed by the increase in teacher activities, children's activities, and the results of children's social-emotional development from meeting 1 to meeting 4. Teacher activities received a very good rating, children's activities showed that all children participated actively, and the results of children's social-emotional development showed that all children experienced progress. The findings of this study can be used as another option in determining a model for developing social emotional aspects.

Keywords: Social Emotional, Project Based Learning, Direct Instruction, Simple Artwork

INTRODUCTION

Education is a conscious and planned effort to create a pleasant learning and learning atmosphere, so that students actively develop their potential to develop their spiritual religious strengths, self-control, personality, intelligence, noble morals and skills needed for themselves and society.

Children are born with unique characteristics that make them unique. These differences necessitate the provision of stimulation and the ability to understand and accept these differences through tailored learning for each child, enabling them to think creatively, productively, and independently. In this regard, children

require educational programs and activities that can unlock their hidden capacities through meaningful learning activities from an early age. When a child's potential is never realized or appreciated, they will miss out on important opportunities and momentum in their life—a period better known as the golden age (Mufrida & Amelia, 2024).

Social emotional development is very important in early childhood for a person's growth and development because children begin to gain an understanding of developing feelings towards themselves and others, as well as learning to interact with others and being able to control emotions better in various situations.



The reality in the field based on the results of observations on children in group B at Pembina State Kindergarten North Banjarmasin 1 in the social emotional aspect is still low or has not developed. In observations conducted by researchers, out of 17 children only 4 children were able to demonstrate an attitude of cooperation in learning that took place with the category From this data it can be concluded that during the learning process, children are still not able to cooperate optimally during the learning process until the final stage.

This is because children lack interest in participating in learning activities and paying attention to teacher explanations. Furthermore, in daily learning, children are more focused on independent learning, which can quickly lead to boredom. Therefore, researchers chose to use Project-Based Learning and Direct Instruction models, along with simple artwork in the form of paintings.

Project-Based Learning (PjBL) model encourages students to create a project that results in a product based on their independent thinking. This allows students to express their creativity through works of art during the learning process. Creativity is the ability to create something new from their existing ideas and thoughts, making what they create useful (Anita Mufrida, Rizky Amelia, 2024).

Through the Direct Instruction model, it can motivate and provide learning experiences where children directly see, hear, and also imitate or carry out learning activities (Maharani & Cinantya, 2024). By using the Direct Instruction model, children can be encouraged to be actively involved in their learning process, so they can understand and discover concepts well, and are able to connect between theory and skills (Istiqomah et al., 2023).

In general, there are several elements that are divided into two elements

in fine art: physical elements and non-physical elements. Physical elements are the parts that can be seen and touched in a work of art, such as lines, planes, shapes, spaces, textures, colors, and tones (dark and light tones). Non-physical elements are elements that cannot be seen or touched, such as the principles or general rules used to place physical elements in a work of art, such as unity, balance, rhythm, emphasis, proportion, and harmony (Yayuk Primawati, 2023). Painting is a fine art that focuses on the activity of painting. Painting is a more complete development of coloring and drawing. Painting provides space for work according to each person's ideas, abilities, and character (Mailani, 2022).

The purpose of this study is to describe teacher activities, children's activities and analyze improvements in children's social and emotional development using the Project Based Learning model, Direct Instruction to create simple artwork.

METHOD

Researchers use a qualitative approach to gain a more comprehensive understanding of the phenomena they study. Quantitative research is a research method that collects and analyzes data based on numbers and numerical measurements. This approach aims to describe, explain, and.. Testing the relationship between variables using statistical analysis. The goal of quantitative research is to provide a clearer understanding of the research phenomenon through the collection of quantitatively measurable data. This research aims to generalize the findings to a wider population and provide objective empirical evidence (Ardiansyah, 2023).

The type of research used is Classroom Action Research (CAR). Classroom Action Research is research conducted in class by teachers/researchers

to find out which means research conducted in a class to determine the effects of actions applied to a research subject in that class. Classroom action research is to identify problems in the class and provide solutions to the problems. Classroom Action Research simply means research conducted in a class to determine the results of actions applied to a research subject in that class (Anisatul Azizah).

This classroom action research was conducted in the second semester of the 2025/2026 academic year in group A of Pembina State Kindergarten, North Banjarmasin with a total of 17 children consisting of 9 girls and 8 boys. Of the 17 children, only 3 children were able to demonstrate cooperative attitudes during the learning process with the category of Developing According to Expectations (BSH), there were 10 children who were able to demonstrate cooperative attitudes during the learning process with the category of Starting to Develop (MB), and 4 children who were able to demonstrate cooperative attitudes during the learning process with the category of Not Yet Developing (BB). From these results, it can be seen that most children have not been able to develop their social-emotional skills in working together.

RESULTS AND DISCUSSION

Based on the findings from four meetings, which included teacher activities, children's activities, and the development of children's social and emotional skills, further details can be found in the discussion of trends in meetings i, ii, iii, and iv as follows.

Table 1 Trend Teacher Activities

Indicators that observed	Score			
	Meeting			
	I	II	III	IV
Score obtained	19	25	28	30
Percentage	59.37%	78.12%	87.56%	93.75%

Category	Pretty good	Good	Very good	Very good
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Based on the findings from three meetings, which included teacher activities, children's activities, and the development of children's social and emotional skills, further details can be found in the discussion of trends from meetings I, II, III, and IV below.

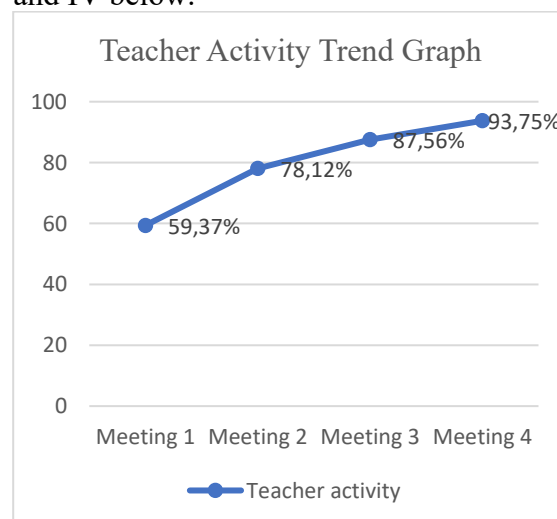


Figure 1: Graph of the Activity Teacher

Graph number four, thirteen, shows that each session of activities carried out by the teacher to enhance the development of social and emotional skills, using the Project-Based Learning and Direct Instruction models, resulted in an increase in grades on simple artwork. This statement is based on observations of the activities carried out by the teacher at each meeting. This can occur due to the reflection activities provided by the observer and improvements made by the teacher based on the results of the reflection. Therefore, it can be concluded that the reflection process is very crucial in every teaching and learning activity if you want to ensure that the learning outcomes provided by the teacher are of high quality, even reaching an excellent level in each session. Based on table 4.22 and graph figure 4.13 above, in the first meeting, the overall learning process carried out received a score of 19

with a percentage of 59.37%, which is classified as "Quite Good" category. This shows that there are several components in the implementation of activities that have not run well and get a score of 2 and 3. At the second meeting, progress has been seen in several areas carried out by the teacher, who got a score of 25 with a percentage of 78.12% and is included in the "Good" category. "At the third meeting, there was significant development including meeting the success indicators, with a score of 28 with a percentage of 87.5% which is in the "Very Good" category. "Until the fourth meeting there was more and more improvement which finally reached the success indicator which got a score of 30 with a percentage of 93.75% or in the "Very Good" category.

There was a significant upward trend in student activity during the three learning sessions. This upward trend can be seen as follows.

Table 4.2 2Tendencies of Children P1, P2, P3, and P4

Indicators that observed	Score			
	Meeting			
	I	II	III	IV
Percentage	41%	59%	76.4%	100%
Category	Almost all children are active	A small proportion of children are active	Some children are active	All children are active

The table above clearly shows that children's activity increased at each meeting. This is illustrated by the graph below .

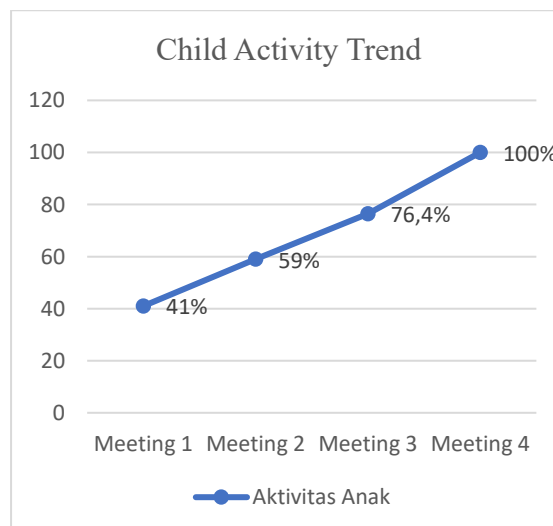


Figure 4.2 2Percentage Graph of Activity Tendencies of Children

The figure above shows a trend of increasing child activity in each session during the learning process. This significant increase is evidently a result of improvements in the quality of teaching provided by teachers, which in turn improves the quality and quantity of children's activity. The conclusion is that to increase both the quantity and quality of children's activity, qualified educators are needed in the learning process.

Based on Figure 4.14 Related to children's activities during the learning process, it can be seen that each session contributes to improving social emotional abilities through the Project Based Learning and Direct Teaching models, as well as producing artwork. A simple tendency can be made between each meeting. Based on the results of the observation, it shows that at meeting I, the percentage was 41% with the category ".



Table 3 Trends in Social Emotional Development Results of Children P1, P2, P3, and P4

Indicators that observed	Score Meeting			
	I	II	III	IV
≥ BSH	35%	53%	64.7%	100%
<MB	65%	47% ~~00~~	35.3%	0%

Based on the table above, it can be seen that at each meeting there is an increase in the success rate. For more details, please see the following graph.

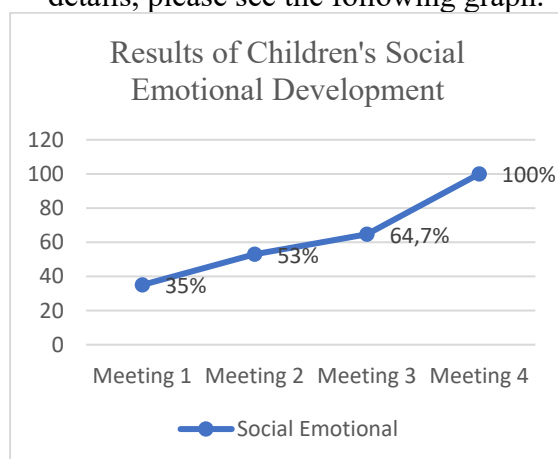


Figure 4.3 3Percentage Graph of the Trend of Social Emotional Development Results of Children

This graph shows that the increase in children's social emotional abilities at the first meeting reached 35%, then increased to 53% at the second meeting, and at the third meeting also showed an increase, namely obtaining 67.5%, and at the fourth meeting there was also an increase, namely obtaining 100%.

During the research, improvements and developments were noted in terms of teacher activities, children's activities, and the results of children's social-emotional development, which have achieved the expected success indicators. A breakdown of all the results obtained by the researchers can be seen in the diagram below.

Graph of the Trend of Teacher Activities, Children's Activities, and the Outcomes of Social and Emotional Development of Children P1, P2, P3, and P4

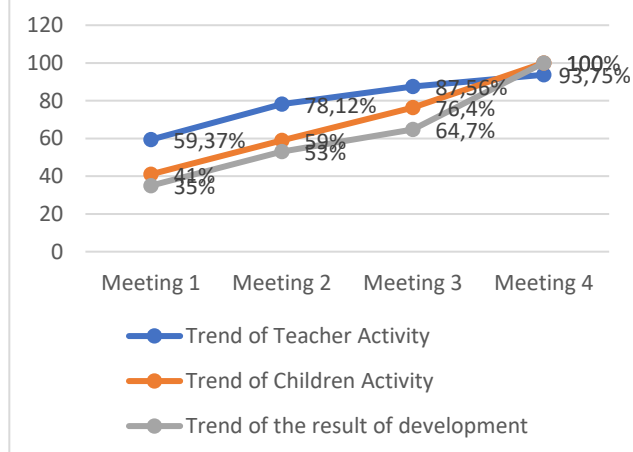


Figure 4.4 4Percentage Graph of the Trend of Teacher Activities, Children's Activities, and the Results of Social and Emotional Development of Children P1, P2, P3, and P4

The graph above shows that all aspects studied in teacher activities, children's activities, and children's social and emotional development results tend to increase at each meeting and achieve success in achieving the established indicators.

Based on this, the aspect of teacher activity in each meeting tends to increase, this is because the quality of learning carried out by teachers is improving due to reflection at each meeting. Similarly, at each meeting, the level of child involvement in activities tends to increase. Factors that encourage teachers to carry out activities during the learning process, and can motivate children to participate more actively in the learning process. Increased teacher activity and child activity in each meeting has an impact on improving child development outcomes at each meeting.



This is caused by the teacher's responsibility to present teaching materials and design project creation clearly using simple language, so that students are able to quickly understand the lessons presented and follow the procedures in the correct sequence. In addition, teachers provide guidance and supervise the project creation process so that students can concentrate and carry out tasks according to instructions correctly. Teachers also provide summaries and conduct evaluations at each session, therefore the results of teacher activities, student activities, and student development are interconnected. It can be said that if teacher activity increases, it will affect children's activities and child development outcomes as well.

Based on the classroom action research that has been carried out four times, namely at the first, second, third, and fourth meetings, the factors analyzed include teacher activities and student activities. Based on the results of observations of teacher activities in improving children's social emotional abilities in controlling hand movements using fine muscles, by applying a combination of the Project Based Learning method and the Direct Instructions model in painting, there is an increase in each meeting. In session 1, the results obtained by the teacher were 19 with a percentage of 59.3%, which is classified as "Quite Good" category. In the second meeting, there was an increase in value because the teacher obtained a score of 25 reaching a percentage of 78.5% including the "good" category. In the third meeting, the teacher obtained a score of 28 reaching a percentage of 87.5% included in the "Very Good" category. Meanwhile, in the fourth session meeting, the teacher was able to maintain the highest score, which is 30 with a percentage of 93.7%, which is also included in the "Very Good" category.

The most crucial aspect in increasing teacher participation in each meeting is the teacher's personality. Teachers are a crucial component and should not be overlooked in the educational process, as they can influence the success or failure of a teaching and learning activity. According to Darmiyati & Elisa (2018), student learning success is greatly influenced by teacher professionalism. Teachers who are competent in their field, have a good grasp of the material being taught, and are able to choose appropriate learning methods can implement an effective learning approach.

This is in line with the duties of teachers based on Law Number 14 of 2005 "is the time when a professional educator has the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students at the early childhood education stage through the formal education system, primary education, and also secondary education.

Teachers are not only responsible for imparting knowledge during the learning process, but more importantly, they are also fully responsible for the overall development of individual students. This is because if the child's response is inappropriate or slow, it can disrupt their growth and development. Therefore, teachers must have the skills to design and demonstrate their role in the teaching process, thereby encouraging students to learn effectively and increasing their enthusiasm for learning. The role of teachers in the learning process is crucial the greatest responsibility for the quality of education (Zulfatunnisa, S., 2022).



In implementing the learning process, lesson planning is a crucial aspect that educators need to pay attention to (Rokhmawati et al., 2023). With a good plan, teachers can establish appropriate strategies to effectively achieve learning objectives.

In the classroom, a teacher's skill in selecting and implementing learning methods is crucial to ensuring that the educational process is effective and efficient. An educator's ability to choose and establish teaching strategies involves selecting methods, models, media, aids, activities, and learning resources (Mahud, 2021). Therefore, to achieve teaching objectives, teachers are expected to have a good understanding of the learning strategies they will use. Educators must be skilled in selecting appropriate teaching models and methods for their students, ensuring they can be used effectively and help them achieve success in their learning. In the teaching and learning process, teachers are expected to be able to determine the appropriate method according to the material being taught (Safitri et al., 2020).

An effective and efficient learning process can be achieved in various ways, one of which is by creating a fun learning environment. Engaging learning can be achieved by providing games, rewards, utilizing learning media, activities, and implementing appropriate learning models (Mulyati and Heru, 2021). (Novitawati et al., 2022) supports this statement by emphasizing that a teacher's responsibility is crucial in creating a fun learning environment for children, thereby increasing their engagement in the learning process. Therefore, educators need to be able to

create a fun atmosphere in every meeting by utilizing models and activities that are meaningful to children.

The improvement and success of this learning process is also due to the reflection carried out by educators. Teachers reflect on the learning process that has been carried out, assessing its success or shortcomings in achieving the desired goals. Reflection can be defined as a method for improving previous actions, with the aim of identifying and addressing weaknesses that arise in the learning process. This way, the steps taken by teachers in the learning process can be improved.

Therefore, teaching staff play a crucial role in improving and achieving success in the learning process. This is due to the fact that teachers are the ones who directly interact and connect with students, and act as planners and strategists in the learning process. Teachers must continually strive to provide and create a learning environment that is both enjoyable and meaningful, allowing students to actively learn according to their own desires. The role and involvement of teachers are crucial in implementing learning activities. This demonstrates that the success of the learning process is primarily determined by the teacher's appropriate actions, which is clearly evident in the teacher's commitment to delivering the learning material.

In addition to the theories discussed above, this study also builds on previous research by (Ariana and Novita, 2024), which demonstrated that teacher activity can enhance child development. This research indicates that the scores and categories achieved by teachers have consistently



improved. In the first meeting, I achieved a "Good" category, in the second meeting I achieved a "Very Good" category, in the third meeting I also achieved a "Very Good" category, and in the fourth meeting I achieved a "Very Good" category.

Another related study by Sumarni (2022) indicates that teacher activities are effective in improving child development. This study indicates that the scores and categories obtained by teachers continue to show continuous improvement. At the first meeting, the results were in the "Fair" category, while at the second meeting, the results were in the "Good" category. At the third meeting, the results were in the "Very Good" category, and at the fourth meeting, the results were also in the "Very Good" category.

According to the research results that have been conducted, each session shows an increase in child participation. The first meeting, the student obtained a score of 41%, which is included in the category "Almost All Students Are Inactive". In the second meeting, the child obtained a score of 59%, which is included in the category "A Small Part of Children Are Active". In the third meeting, the child obtained a score of 76.4% which is included in the category "Most Children Are Involved". In the fourth meeting, all children obtained a score of 100% which is included in the category "All Children Are Active". The reason is that the teacher has implemented the learning well and learned from the shortcomings that appeared in the previous meeting, so that what is expected in this fourth meeting can be achieved, namely by achieving the desired level of success. Children's

activity is their involvement in the form of attitudes, thoughts, attention, and activities in the learning process, aimed at supporting success in teaching and learning activities and gaining benefits from those activities. Increasing children's activity is defined as increasing the number of children actively involved in the learning process, as well as increasing the number of children interacting and discussing learning materials. According to Djamara (2000:67), "Learning something while doing various activities gives better results for students, because the experiences students receive will be easier to remember and stored in their memories."

This statement suggests that play can naturally enhance children's intelligence in a fun atmosphere through activities that incorporate ongoing daily experiences (Hayati & Putro, 2017). To assess and measure the extent of success achieved in implementing values in student character building, a gradual evaluation is necessary. Assessment of student learning outcomes in schools is carried out through assessments that refer to regulations and guidelines for assessing learning outcomes from the Ministry of National Education. This assessment covers aspects of attitude, knowledge, and skills. Finally, assessment of learning outcomes can take the form of project assignments, writing practice, and other activities. Learning for early childhood is a process that occurs through play. Through play, children can learn various things naturally without feeling pressured. Through play, early childhood children develop and enhance various aspects of their



growth, including physical, intellectual, language, and behavioral development (Mustafidah, SI, 2025) .

Based on the research that has been carried out at each meeting, children's activities have increased. The research that has been carried out has been presented classically. At meeting 1, the percentage was 35%, then the percentage increased at meeting 2 to 53%, at meeting 3 to 67.7% and at meeting 4, the percentage increased to 100%. These results mean that the expected success indicators have been achieved.

Development is defined as the changes a person experiences as they move toward maturity. Development occurs regularly and continuously, both in relation to physical and mental progress (Kholilah , EA, 2023).

Elias, in his research (Fitri et al., 2022) , stated that social and emotional learning is a process in which individuals hone the skills, attitudes, and values necessary to achieve expertise in understanding, managing, and expressing social and emotional aspects, which is done through relationship building and problem solving. In early childhood, children begin to understand that certain situations can trigger certain emotions. Facial expressions can indicate specific types of emotions, and these emotions can influence the behavior and emotions of others .

Ensor, Spencer, & Hughes (Santrock, 2011:281) suggest that children's understanding of emotions is related to their prosocial behavior. At four to five years of age, children begin to demonstrate increased awareness, so they need to learn how to regulate their emotions to conform to social norms.

CONCLUSION

The application of the Project Based Learning and Direct Instruction models improves Simple Artwork in teacher activities, children's activities, and children's social-emotional development at each meeting. This is confirmed by the increase in teacher activities, children's activities, and the results of children's social-emotional development from meeting 1 to meeting 4. Teacher activities received a very good rating, children's activities showed that all children participated actively, and the results of children's social-emotional development showed that all children experienced progress. The findings of this study can be used as another option in determining a model for developing social emotional aspects.

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