



Support for Early Childhood to Develop Social Skills: Project Method in Learning Process What is the Impact?

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Abstract: The development of social skills in early childhood can be achieved through learning activities with project-based learning methods. This study aims to determine the effect of the project method on children's socialization skills in Izzatin Lahat Kindergarten group B1. This type of research is quantitative and uses a pre-experimental research method. The research design used is the group Pretest-Posttest Design which invites a total of 12 children aged 6 years. The sampling technique uses purposive sampling and the data collection technique uses observation, tests, and documentation. Data analysis in testing the research hypothesis uses the t-test. The results of the study showed that there was a difference or positive influence of the project method treatment in learning children's socialization skills on children's socialization skills, this can be seen together the results of two pre-tests had an average score of 38.3 and the results of two post-tests after being given treatment had an average score of 74.5, and the results of the project method on children's socialization skills obtained $F\text{-count} < F\text{-table}$ ($2.83 < 2.98$). This can be proven by the $t\text{-count value} = 46.268$ which is greater than the $t\text{-table value} = 2.178$ because the $t\text{-count value} > t\text{-table}$ ($46.268 > 2.178$), then H_0 is rejected and H_a is accepted. This study provides information that the project method has a positive effect on socializing skills, especially in children in group B1 at Izzatin Lahat Kindergarten.

INTRODUCTION

Preschool education helps children develop the skills, knowledge, and values needed to improve themselves. Early childhood education is considered an essential strategy for developing human resources (Dakir et al., 2022). Human resources especially in the realm of children's affective development, the affective realm relates to attitudes, values, and emotions. In his work "Bloom's Taxonomy of Educational Objectives," Anderson explains that the affective domain includes how children usually affect things emotionally, such as values, feelings, appreciation, motivation, enthusiasm, and attitude (Dorji et al., 2020). Educators are required to stimulate child development, including the ability to socialize children. The development of social skills is an essential center in behavioral and social skills, where children must be active and act independently, because it is a new paradigm of understanding education that is more active and innovative (Kutnick & Colwell, 2024).

Early childhood is created as a social being that must relate to others. Socialization skills connect interactions and relationships with people within the family, with peers, and in society (Dewi et al., 2020). Children with solid socialization skills will be good at working with others and can be accepted by society as children who can interact in a friendly manner, take responsibility for their actions, and respect their friends around them (Islamiyah et al., 2024). The importance of social relationships and interactions in learning includes children's relationships with parents, children with teachers, and fellow children or peers and also with the surrounding environment (Burkhardt et al., 2023).

Effective classroom practice preparation for children's affective development provides opportunities to socialize while learning. Through adequate classroom practice preparation, children will develop appropriate attitudes, ethics, intra-personal skills, and a willingness to help others (Kang et al., 2010). Preparing children for preschool is the best effort made through providing educational stimuli to support their development and spiritual and physical growth so that they are later ready to continue at an advanced level (Lasaiba, 2018). In PAUD learning, project methods are one of the new alternatives to various techniques that can improve socialization skills in children. Learning using the project method helps children develop collaboration and communication skills through group work in completing projects (Misbah et al., 2024). In addition, children are encouraged to interact with people around them, and this project method also involves selecting, planning, and supervising activities to achieve group goals.

Regarding early childhood's growth and development, various problems often arise (Letisa et al., 2023). Behavior is considered abnormal in oneself, and others cannot adapt to environmental conditions (Saputra et al., 2023). In early childhood, through social interactions, children will gain experience to build their knowledge; Vygotsky said that children build knowledge from social interactions and learning through the people around them. In improving socialization skills in children, especially in Izzatin Lahat Kindergarten, teachers can use the project method because Izzatin Lahat Kindergarten has the same problem as the decline in caring attitudes to solve problems together and children's willingness to help people around them. The project method involves children in joint activities that solve social problems and make children interact with friends who improve social development (Izza, 2020).

The project method is a learning strategy used to improve children's social skills in various ways, such as doing group activities to establish good relationships and training children to help with difficulties (Hasviani et al., 2022). In addition, the project method is suitable because it is an educational exercise that allows children hone their skills (Amanda, 2023). Children's socialization skills in learning with project methods can be improved through group discussions because discussion is the right way to enhance children's social skills. The ability of children's behavior to adjust to the rules of the community where children are is a stage in socialization skills (Dewi et al., 2020).

Socialization skills are obtained by children from preschool to improve maturity and learning opportunities through various responses to themselves because socialization skills are a process of forming a helpful person in society. A study from Raikes found that early childhood moving from preschool to early elementary school showed less peer conflict, as

there was increased sociability in children who thought positively about social interactions (Mulvey & Jenkins, 2021). In another study, it was found that children taught with the project method had a cooperative ability of 38.41%, compared to 30.46% of children who were not taught with the project method (Magta et al., 2019). Meanwhile, another study found that children's social skills can be carried out with the role-playing method because it can help improve attitudes toward assisting and working together (Hasan & Zaini, 2021). In the sources above, one research study used the project method to improve children's cooperative skills, and one research study improved children's social skills but used the role-playing method.

Based on the results of pre-observation for 6 days from 27 September-7 October 2023 at Izzatin Lahat Kindergarten in class B, through direct observation and classroom teacher interviews of 7 problem children in class B. It was found that the child's learning process was individual, repetitive activities such as children coloring their own LKPD more often by themselves, which caused a decrease in caring attitudes and the ability to solve problems together. Furthermore, children are less able to interact with surrounding friends and less adapted when playing together; in learning activities and assignments given by the teacher, it seems that children are still working individually. From the results of the pre-study, it was found that seven children did not have good socialization skills, (31%) did not have behavior that could adjust themselves, (31%) did not have behavior that reflected a caring attitude, and was willing to help when asked by their friends, and (38%) did not have good behavior when interacting with others. The results of the initial study showed that there were parts that needed to be improved in the learning process where each learning system should be able to encourage improvements in students, not only in the cognitive domain but also in the affective and psychomotor domains of students, so that learning outcomes become better and more complex.

This study is different from previous studies because it will apply the project method to see children's ability to socialize. This research has positive impact implications for the field of education, particularly for promoting project-based learning that can optimize early childhood socialization skills. The findings show that educators can benefit from the project method as a valuable method to give to children. This research will answer the question how the impact of the project method on children's socialization skills at Izzatin Lahat Kindergarten? and the purpose of this research is to find out how the impact of the project method on children's socialization skills at Izzatin Lahat Kindergarten

METHOD

This research uses a quasi-experimental one-group pretest-posttest design in Figure 1 with a quantitative approach to determine the effect of the project method on the socialization skills of group B children at Izzatin Kindergarten in Lahat, Sumatera Selatan. This study will use the subject of class B1 children at Izzatin Lahat Kindergarten, which totals 12 children. Sampling techniques using purposive samples by looking at specific criteria, namely 1) Kindergarten with B accreditation, 2) located in Lahat city, 3) there are few teachers seen through BAN-PDM, and 4) only take one class of group B. The data collection technique uses a self-made questionnaire instrument, by conducting a pre-

requisite test, namely the validity test and reliability test. Data analysis techniques use statistical tests by going through the research process, namely the stages of data collection, data processing, data analysis, analysis results, discussion, conclusions, and suggestions. The research design used in this study can be seen in Figure 1.

Figure 1. Research Design One group Pretest-Posttest Design (Cohen et al., 2007)

This research will be carried out from April to May 2024 for 14 meetings: two pre-test meetings, eight meetings to be given project method treatment, and two post-test meetings. The indicators in this study are having behavior that can adjust, having a caring attitude and being willing to help if asked for help, and having behavior that interacts with others. Data collection techniques using tests, documentation, and observation. The Likert scale is used to measure each indicator described in the statement items on the child's socialization ability questionnaire in Table 1.

Table 1. The Children's Socialization Skills Questionnaire

Category	Criteria
BSB	Developing Very Well
BSH	Developing as Expected
MB	Starting to Develop
BB	Not yet Developed

Table 1 above provides information that in reality this study focuses on 4 main criteria, namely Developing Very Well, Developing According to Expectations, Starting to Develop, Not Yet Developing. These 4 criteria will be the focus and direction of researchers in the observation process so that the research can be more focused. In the observation process, of course, the assessment of the questionnaire items used must be carried out so that what will be observed and measured can be seen clearly. The Assessment of Questionnaire Items in this study can be seen in Table 2.

Table 2. Assessment of Questionnaire Items

	Options			
Nature	BSB	BSH	MB	BB
Positive	4	3	2	1

The Assessment score in Table 2 will be used to assess children's socialization skills in learning activities during the pre-test and post-test in the study; researchers and teachers will complete it by ticking the alternative answers on each statement item in the questionnaire. In the research process carried out, namely in Group B1, the observation subjects were 12 children from one class in Group B, which can be seen in Table 3.

Table 3. Group B1 Data of Izzatin Kindergarten Lahat

Clas	Male	Female	Total
Group B1	4	8	12

Table 3 shows the number of children who will be the subjects of the study, consisting of 4 boys and 8 girls aged 6 years in class B1 of Izzatin Lahat Kindergarten. In this study, all children will be given a pre-test, followed by project method treatment, and post-test. The results of the treatment carried out and the analysis will provide a clear and comprehensive picture of how the improvement or improvement occurs from the treatment given. The researcher believes that this study can provide maximum contribution in forming quality students, and good criteria in facing their lives and dreams in the future.

RESULT AND DISCUSSION

The pre-test to measure children's socialization skills was implemented at the first and second meetings on 22-23 April 2024 before being given the project method treatment. The pre-test aims to see children's initial understanding before being given treatment. Then, the project method treatment was carried out on the third to tenth meetings to see the impact on children's socialization skills. The results show that the project method has a positive impact on children's socialization skills. Furthermore, the post-test was conducted at the eleventh and twelfth meetings on May 7-8, 2024, to obtain data after the treatment. The purpose of the pre-test and post-test questionnaires is to determine the results of the impact before and after being given the project method treatment on children's socialization skills.

Instrument testing results and prerequisites

The researcher ascertains whether the questionnaire is suitable for collecting data on the research variables while instrument testing is conducted. There are two types of tool testing: validity testing and reliability testing. Validity testing was conducted to evaluate the accuracy of the statements in the questionnaires and tests. The instruments were validated by both construct and content validation. The validity test confirmed the instrument's accuracy, while the reliability test ensured the consistency of the measurement results. Data analysis was conducted using Excel. The results of the instrument test validation analysis are shown in Table 4.

Table 4. Validity Test of Izzatin Kindergarten Lahat

Item No.	r-Value	r-Table (N=12)	Sig.	Test	Conclusion
1	0,943	0,599	0.000	Sig. > 0.05	Valid
2	0,656	0,599	0.000	Sig. > 0.05	Valid
3	0,694	0,599	0.000	Sig. > 0.05	Valid
4	0,754	0,599	0.000	Sig. > 0.05	Valid
5	0,754	0,599	0.000	Sig. > 0.05	Valid
6	0,673	0,599	0.000	Sig. > 0.05	Valid
7	0,659	0,599	0.000	Sig. > 0.05	Valid
8	0,617	0,599	0.000	Sig. > 0.05	Valid
9	0,579	0,599	0.000	Sig. > 0.05	Valid
10	0,944	0,599	0.000	Sig.>0.05	Valid
11	0,599	0,599	0.000	Sig. > 0.05	Valid
12	0,599	0,599	0.000	Sig. > 0.05	Valid

In Table 4, it clearly shows how the Validity Test has an r-value that is greater than the r-table value. The validity test results will be used to show whether the measuring instrument can be used to measure the results of the study, whether it is valid, or whether a questionnaire that the researcher makes is valid or not. In addition to the validity test, a reliability test will be used to put on the research instrument. The results of the reliability test of the socialization skills assessment instrument are shown in Table 5.

Table 5. Reliability Test of Izzatin Kindergarten Lahat

r-count	r-table	Number of Items
0,981	0,576	12

The calculation of *Cronbach's Alpha* results for 12 items yields 0.98. This results indicate that the research instrument have consistency in measuring if the instrument is used repeatedly. This value is in the range of 0.7 - 0.9, which means good internal consistency. A pretest-posttest difference test was conducted using the project method treatment to prove that the project method positively impacts children's socialization skills, as shown in Table 6.

Table 6. Normality Test of Izzatin Kindergarten Lahat

Variables	Group	Sig.	Category
Socialization Skills	Pre-test	0,231	Normal
	Post-test	-0,213	Normal

The normality test in Table 6 for this study used the curve slope formula. After the calculation, the pretest-posttest data were obtained, with the slope of the curve 0.231 on the pre-test it's mean the data distribution is skewed to the right and (-0.213) on the post-test, it's mean the data distribution is skewed to the left, respectively. So, from these two results, less than one was obtained, which results in normally distributed data. In addition to the normality test, a homogeneity test will be used to out on the research instrument. The results in Table 7 can explain the data is homogen.

Table 7. Homogeneity Test of Izzatin Kindergarten Lahat

Variables	Group	Sig.	Category
Socialization Skills	Pretest-Posttest	1,351	Homogeneous

In addition, a homogeneity test was conducted to see the similarity of data on children's pretest-posttest socialization skills using the linear interpolation formula. The results of the homogeneity test of children's socialization ability above show that the value of socialization ability $F_{\text{count}} < F_{\text{table}}$ ($1.351 < 2.98$). In the research that has been done from the perspective of data homogeneity test shows that both groups have similar or homogeneous variants. The homogeneity of this research data is very important, one of the reasons is because it can show that the research results obtained do not occur because of differences in student abilities that have occurred strikingly but are indeed caused by the treatment carried out in the study. Homogeneity provides additional confidence to researchers that the treatment applied does indeed provide a good and real contribution or

change. Homogeneity also shows that the treatment given can be a complete and accurate conclusion regarding the learning outcomes being observed in the research process.

Description of Pre-test and Post-test Data on Socialization Skills

The research process was conducted by implementing a Pre-test and Post-test specifically for students' Socialization Skills. Socialization skills will be observed comprehensively as a result of the treatment applied during the study. Researchers believe that social skills are clearly the most important thing that preschoolers should have, because self-confidence will determine how they face problems and challenges, so it is very important for children to be processed and understood. The socialization skills score between the pre-test and post-test given to children in group B1 of Izzatin Lahat Kindergarten can be seen in table 8.

Table 8. Socialization Ability Data Scale

Data	N	Min	Max	Mean	Std. Deviation
Pre-test	12	30	44	37,3	3,47
Post-test	12	69	86	74,5	4,69

In addition, Table 8 will explain the data displayed in the table above shows that of the 12 children who were used as research samples, the highest pre-test socialization ability score was 44 and the lowest score was 30, while the post-test socialization ability score had the highest score of 86 and the lowest score was 69. as for the average before treatment and after treatment obtained in the pre-test group, the average value (mean) pre-test socialization ability was 37.3, while the average value of post-test socialization ability was 74.5. The standard deviation of the pre-test obtained a value of 3.47, while the post-test obtained a value of 4.69.

The pre-test assessment at the first and second meetings by learning the sub-theme of doctors and book traders shows that 1 child scored with intervals 30-33 showing a percentage of 8%, 6 children scored with intervals 34-37 showing a percentage of 50%, 3 children scored with interval 38-41 show a percentage of 25%, and 2 children scored with interval 42-44 show a percentage of 17%. The post-test assessment at the evelenth and twelfth meetings by learning the sub-theme of doctors and book traders shows that 4 children scored with intervals 68-72 showing a percentage of 33%, 5 children scored with intervals 73-77 showing a percentage of 42%, 2 children scored with interval 78-82 show a percentage of 17%, and 1 child scored with interval 83-86 show a percentage of 8%.

The scoring percentage of pre-test and post-test have difference, The most dominant part is in the post-test section that has been given the project method treatment. The post-test data shows a significant impact than the pre-test, with the lowest score in the pre-test in the 30-33 score range with a percentage of 8% and the post-test in the 83-86 score range with a percentage of 8%. All of the above values are seen to have increased before the treatment of the project method and after the treatment of the project method given to children in group B1. If observed in more detail and carefully then we can see how the improvement that occurs that occurs the treatment of the project method given provides a fairly better improvement. The increase in student grades can certainly be a main indicator

of the role of a project method in providing changes to students. This information is very valuable and researchers believe it can be additional information for teachers that improving student abilities must also be focused on communication skills and of course thinking skills.

Impact of project method on socialization skills

Using the pre-test and post-test data findings, this hypothesis test confirmed the impact of the project method on children's socialization skills. The project method provides a picture and also a significant impact in influencing learning outcomes and also children's social interactions. The learning process with the project method provides children with the ability to add analytical skills to early childhood. The project method provides support for children's ability to understand a meaning or discourse in learning, so that cases or problems can be resolved and at the same time increase students' interest in learning. Table 9 summarizes the analysis's results.

Table 9. Data of Project Method on Socialization Skills

Variables	Data	t	Sig.	Category
Socialization Skills	Pretest-Posttest	46,268	0.000	There is a impact

Based on Table 9, the results of the paired group t-test, using a significance level of 5%, which resulted in a significant value of 0.000 from the pre-test and post-test, which displays a considerable impact, the results show that the project method has a positive impact on children's socialization skills. The table above shows that the significant value is 0.000. this finding indicates that the sig. $0.000 < 0.05$ (2-tailed), it is concluded that there is a considerable difference in children's socialization skills using the project method, so H_a is accepted, and H_0 is rejected. This difference in impact arises because the project method is used as a form of treatment applied to children by researchers and teachers in learning activities that have been arranged in the RPPH by researchers. At the post-test stage, the project method treatment was given, based on the pre-test findings on children's socialization skills, with the average children's socialization skills increasing to 74.5, including the high category in the post-test results after treatment. This is in line with the project method, which refers to growing children's confidence in learning because it involves children actively in activities (Suprapti, 2021).

Children's socialization ability is shown clearly through statistical tests of the positive impact of socialization ability used the project methods as a treatment action. The impact of external interventions that are good for children's growth and development is very influential on children so that the process of children's growth and development increases sustainably (Krisda et al., 2023). The pre-test and post-test data results through the project method treatment resulted in a sample test significance value of 0.000, significantly impacting children's socialization skills. These results show that the project method treatment used in class B1 can positively impact children's socialization skills. Research has shown the importance of the project method in improving students' socialization and argumentation skills in learning. Students become able to analyze a problem well and carefully. Every learning in the project method provides the ability and

at the same time increases students' interest in learning to be better and more focused. This significant finding supports the hypothesis that the project method positively impacts children's socialization skills, as evidenced by the higher impact at the post-test observed in group B at Izzatin Kindergarten in Lahat.

A comparison between the pre-test and post-test in developing children's socialization skills highlighted significant differences caused by the project method treatment used. Documentation of the project method as a treatment action can be seen in the activities that children do in learning figure 2 and figure 3.



Figure 2. The Theme of My House



Figure 3. The Theme of Recycling Newspaper

In Figure 2, the children are doing a learning activity on the theme of my house by assembling the parts of the house. In Figure 3, the children do a learning activity on the theme of used goods by recycling newspapers into a bottle shape. Researchers used the project methods in the treatment to bring out the ability to socialize in children. In the pre-test results before using the project method treatment, data analysis showed a shallow impact on children's socialization skills, as seen by the average score of 37.3. These results indicate that before the implementation of the project method treatment, it was seen that the learning activity process was ineffective in improving children's socialization skills, which resulted in the limited development of children's socialization skills in group B1 at Izzatin Lahat Kindergarten.

The implementation of the pre-test has been carried out for two meetings and obtained ineffective results regarding children's socialization skills. The results of the pre-test found that in the two meetings, the children did not understand the rules of the game activities, and this resulted in children being impatient in taking turns in the specified role. In addition, children have not been able to work together with friends, and children have not been able to build up self-confidence with their learning activities. Children who experience low socialization development will develop severe forms of behavioral problems (Zarra-Nezhad et al., 2024). For example, low social levels can lead to behavioral issues, aggressiveness, and antisocial behavior directed at others (Bornstein et al., 2010). On the other hand, in research, the project method treatment is carried out for eight meetings through learning activities that have been arranged in a structured manner using

the RPPH; in the final stage, the post-test will be carried out again for two meetings and effective results on children's socialization skills.

The sample test on the pretest-posttest with the project method treatment positively impacted socialization skills. The sample test yielded an impact value of 0.000 ($p < 0.05$), positively impacting children's socialization skills—the high t-test value of 46.628 further underlines the effectiveness of the project method treatment. The results show that children in group B1 classes at Izzatin Lahat Kindergarten experienced a positive increase after being given treatment to support considerable socialization skills compared to before treatment. The project method's emphasis on ongoing learning activities, project-based activities, collaboration, and active engagement was meaningful in promoting more impact improvements in socialization skills. Overall, the data clearly shows the positive impact of the project method on improving children's socialization skills in group B1 of Izzatin Kindergarten Lahat.

The research was conducted in 12 meetings with 12 children in group B1 TK Izzatin Lahat. The researcher conducted two meetings as a pre-test stage to observe the initial score in children. After the pre-test, the researcher used the project method as treatment through 8 sessions of treatment activities. The last step is the post-test, which is carried out in two meetings after treatment. The project method is often used, impacting how children develop their socialization skills. Children's socialization skills can be developed through the knowledge content included in the project method. The project method improves socialization skills in the PAUD learning process (Ananda et al., 2021). The ability to cooperate with friends, help each other, encourage courage, and encourage children's self-confidence can be honed with the project method.

The project method of learning is designed to provide learning experiences that boost children's social development (Rohmiati et al., 2023). The pre-test assessment at the first and second meetings by learning the sub-theme of doctors and book traders shows that 1 child scored with intervals 30-33 showing a percentage of 8%, 6 children scored with intervals 34-37 showing a rate of 50%, 3 children scored with interval 38-41 show a percentage of 25%, and 2 children scored with interval 42-44 show a rate of 17%. So, the project method for children's socialization skills is designed to provide good experiences completed in a dynamic group as an alternative to developing social skills. Based on observations, the researcher concluded that children had yet to see an increase in socialization skills before the in-depth use of the project method. In pre-test conditions, researchers noticed that there were still many children who could not socialize well, could not cooperate with their friends, and could not obey the rules in playing. The project method, as a way of providing learning experiences for children, can face daily problems that can be solved together with friends (Arintistia & Kholik, 2022).

After applying the project method treatment for eight meetings, it focused on developing children's socialization skills. The post-test assessment was obtained at two meetings by repeating the learning of the doctor and book trader sub-sub themes obtained impact results from the provision of project method treatment resulting in four children scoring 68-72 with a percentage of 33%, five children receiving scores 73-77 with a rate of 42%, two children receiving scores 78-82 with a percentage of 17%, and one child

scoring 83-86 with a percentage of 8%. This is in line with the opinion of other findings that the project method can improve early socialization skills in children (Agustiana, 2017). This assessment shows a positive impact after treatment using the project method to improve social ability and cooperation. As seen in the indicator of having behavior that reflects a caring attitude and willingness to help if asked for help, children work together to help each other complete the work made during the learning process arranged through the RPPH. Using the project method in learning activities is key because it has a planning, organizing, and process of monitoring the development of collaborative teamwork skills carried out during the learning process (Crespí et al., 2022).

Researchers and teachers provide opportunities for children to be creative with exciting group activities and take responsibility for their respective tasks (Izza, 2020). The study obtained a comparison of the overall pre-test results, which had an average of 38.3, with the post-test results, which had an average result of 74.5. These results show that the average value after the treatment using the project method is more excellent than before the treatment. Learning based on the project method increases the enthusiasm of students to learn (Nurinayah et al., 2021). The learning process carried out between teachers and students has an important role when learning interactions occur, where in providing learning materials students sometimes lose their learning focus and get bored in the ongoing learning process. The teacher's ability to make learning fun can certainly occur if the teacher has innovative and creative abilities to carry out learning that is in accordance with standards and can be accepted by students well and enjoyably. The teacher will get an important role in carrying out and implementing the learning process that can encourage students' enthusiasm for learning to be better. Children's enthusiasm when learning will improve their behavior in adapting themselves, because the project method can train children's capacity to adapt to friends and the environment during the learning process.

In the learning process using the project method, children have conceptual relevance; for example, projects can be designed to display surrounding situations and improve understanding of concepts (Misbah et al., 2024). Experience in learning children solve simple problems in everyday life in groups can be maximized using the project method (Sarifah et al., 2023). Therefore, the project method is a collaborative learning method that is very suitable for the development of socialization, where children not only grow intellectually, but can grow personally. Through observation during the research, the project method can have a positive impact as children learn to respect themselves, respect others, and see beyond the rules in the learning process. Therefore, the novelty of this research can be seen in the children's ability to adjust themselves when learning together, children bringing up caring behavior and being ready to help friends when asked for help, and children's behavior when interacting with classmates.

The hypothesis results obtained the T-count with a value of 46.268, which is greater than the T-table of 2.178. The project method has a positive impact on children's socialization skills, where children will be encouraged to express ideas in their minds from the results of the analysis they process from a stimulus given by the teacher. The response that occurs in a child to a problem or learning material given will make children think more critically and broadly about the phenomena faced so that children are more encouraged to

show their abilities and talents in learning. Communication and interaction can not only encourage students' learning motivation but students will also be trained to listen to their peers' understanding and respond to the understanding given, then interactions like this will create togetherness and the ability to draw conclusions from various problems or solve problems in the ongoing learning process. The existing description results show that the socialization skills of group B1 children increased after the treatment of the project method. The project method is an approach to solving problems related to children's socialization ability (Alhadad et al., 2020). Documentation of the project method can also be seen in the activities carried out by children in learning in Figure 4 and Figure 5.



Figure 4. The Theme of Doctor



Figure 5. The Theme of Book Seller

From the results of the project method that has been used as a treatment action to develop children's socialization skills during class. Figure 4 and Figure 5 show the development of socialization skills after being given the project method treatment, showing the positive impact of children actively interacting with peers in the classroom during the learning process. Socializing development positively impacts behavior regulation and skills in the process of focusing the mind or attention on one object (Zarra-Nezhad et al., 2024). The project method has a positive impact with engaging stimulation in learning, making children motivated to build socialization skills in children. Children build socialization skills from the learning activities using the project method. Namely, children cooperate with friends, children respect friends, children share with friends, children actively communicate, children follow the rules of play, children behave politely, children do not hurt friends, children help friends with difficulties, children give appreciation, children can get along, and children can choose friends. Based on the results of direct observation, it can be seen that the first indicator is that children have adaptable behavior by providing learning activities, namely planting green beans, preparing for birthday parties, making house projects, making photo frames, making shapes from paper-mâché, and making class decorations. The project method builds social skills related to various other skills, such as interacting with friends, establishing group cooperation, making new friends, learning to work together, and handling conflicts (Kusadi et al.,

2020). The project method improves social skills because the stages in project activities invite children to work together, share and play in groups, and direct learning, namely, children doing honest and direct activities (Damayanti et al., 2024).

The second indicator has behaviors that show a caring attitude and wanting to help when asked for help. Learning activities such as green beans, preparing for birthday parties, making house projects, making photo frames, making shapes from paper-mâché, and making class decorations have been prepared using the project method. The project method becomes an educational exercise to hone children's socialization skills. The opinion above explains that the project method focuses on engaging children in problem-solving activities and meaningful tasks that provide opportunities for children to work together (Lunmisay & Kornamne, 2023). In addition, according to (Amanda, 2023), the project method uses teamwork, where children divide their portion of the task alone and together as a small group to achieve a common goal. Learning activities using project-based methods can help children be more cooperative with each other and provide children with opportunities to improve their social lives. Documentation of the project method can also be seen in the activities carried out by children in learning in Figure 6 and Figure 7.



Figure 6. The Theme of My House



Figure 7. The Theme of Mug Beans

In Figure 6, the children make the frame of the house together while discussing the process of making the house. In addition, in Figure 7, the children also do the process of planting green beans to be used as touge plants; this process led to a small discussion on each step of how to plant green bean seeds into touge. Learning with the project method is built through activities structured to provide learning experiences for children together as a form of collaboration, and children are responsible for achieving goals; this is in line with the opinion of (Bana et al., 2023).

The findings refer to using the project method to develop socialization skills in group B children in kindergarten. The results of these findings provide the latest data in terms of the use of project methods in a learning process that can focus on improving children's behavior in adjusting to the surrounding environment, developing caring behavior for fellow friends, and being willing to help when children are asked for help by classmates,

then developing behavior interacting with others. The results of this study showed that the project method can also develop socialization skills in early childhood. The project approach shapes children into active, confident children who can deal with educational aspects. Also, with the project method, children become active recipients, such as being actively involved, cooperative, and eager to participate in learning activities (Dahlia, 2019). The project method develops socialization skills in children and has a good impact on children's self-development. The project method creates a supportive learning environment and encourages innovation, leading children to more excellent socialization skills and self-confidence. Self-confidence helps children reach their full potential and have the ability to conquer what needs to be done (Jayaputra, 2024). Children who have confidence can improve social behavior in early childhood (Apuke et al., 2023). Building children's socialization skills integrated with the project method in learning activities will be a practical approach that leads to children understanding the learning delivered to develop children's socialization skills.

CONCLUSION

Based on the study results, the ability to socialize group B children in class B1 Izzatin Kindergarten Lahat with 12 children through the treatment of project methods shows a positive impact. This can be seen from 1) the results of two pre-tests of children who have not been given the treatment of project methods in learning activities show that overall children have an average score of 38.3 have not seen significant results, 2) the results of two post-tests of children after being given the treatment of project methods in learning activities show that overall they have an average score of 74.5 have shown significant results, 3) there are 8 treatment meetings with learning steps carried out in the project method which begins with making preparations including preparing the tools and materials used, dividing children into each group, making mutually agreed rules of learning activities and motivating children with reinforcement, and closing activities tidying up materials and tools that have been used, and combining all the results of each group, 4) the project method has a considerable positive impact on improving children's socialization skills, 5) children's socialization skills have indicators of children's ability to have self-adjusting behavior, have behavior that reflects caring attitudes and helps if asked for help, have behavior interacting with others which results in $T_{\text{count}} = 46,268 > T_{\text{table}} = 2.178$. Then H_0 is rejected, and H_a is accepted. Researchers have suggestions for future researchers, namely that future researchers can examine comparative analysis related to comparing project methods with other learning methods with a fixed focus on developing early childhood socialization skills. Future researchers may explore the use of different media or tools in project-based learning to see if there is an additional influence on students' socialization skills as well as critical thinking abilities.

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