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Meta-analysis of project-based learning in early childhood: entrepreneurial context

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ABSTRACT

The period of early childhood is the formation and cultivation of values through habituation in children's learning activities in educational institutions, one of which is in kindergarten. This study aims to analyze project-based early childhood learning and instill entrepreneurial values in children. Systematic literature review and meta-analysis (PRISMA) was used as the method for conducting this research. The articles reviewed are 30 of the latest articles from 2019 to 2022. All articles are classified by author, year of publication, type of journal or conference, method, project learning model, and findings. The results of the study are presented as follows. (1) The search results prove that there has been an increase in the number of published articles from 2019-2021 (2) The research results show that project-based entrepreneurship learning models are being introduced to early childhood learning. (3) The project-based entrepreneurship learning model developed for kindergarten education can stimulate aspects of child development.



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Introduction

Project-based learning is a learner-centered learning model and provides a meaningful learning experience for students. Learners' learning experiences and concepts are built based on the products produced in a project-based learning process (Nisa, A. R. K., 2021). Project Based Learning is a learning method that gives freedom of thought to students regarding the content or teaching materials and planned goals (Sary, P.I., 2018). The project is a learning model that involves students directly to complete a particular project given by the teacher. With project assignments, students directly learn to find problems, solve problems and produce products. This project method helps children gain information and experiences that have encouragement to explore and examine their environment. This activity not only provides fun for children but also provides a better understanding of the properties or benefits of an object. One of the teaching methods that are in accordance with the characteristics of kindergarten-aged children is the project learning method. Magta, M., Ujianti, P. R., & Permatasari, E. D. (2019) stated that the project learning method is one of the recommended teaching methods for use in early childhood education. From this statement it is known that the project method can be used in early childhood education. The project addresses a topic that is expanded and then deepened. Widiastuti, S. (2012) says that: Projects are research on an extended and in-depth topic which ideally is a topic

worthy of children's attention, time and energy. Projects are usually carried out by the whole class, sometimes by small groups within the class, and sometimes by individuals.

Through project activities, children get the opportunity to use the abilities, skills and interests, as well as the needs of other children in achieving group goals. One of the goals of education for children is to provide learning experiences to develop thinking and imaginative abilities (Purwaningrum, J. P., 2016). Project activities are a form of problem solving, so the development of thinking skills can be obtained through the project method. The project method can provide opportunities for children to express their thinking patterns, skills and abilities to maximize a number of problems they face so that they have the opportunity to continue to be creative and develop themselves as optimally as possible (Deswika, E., & Risyak, B., 2015). According to Scharg et. al. (1987) entrepreneurship is the result of learning. Although the entrepreneurial spirit may also be obtained from birth (talent), if it is not honed through guidance and motivation in the learning process (Desyafmi, H., Firman, F., & Ifdil, I., 2016), it is difficult to realize. In order to sharpen the interests and abilities of entrepreneurs, it is necessary to develop them through a learning process. This is where the location and importance of entrepreneurship education in education. Entrepreneurship is not only the world of adults, but can also be part of the world of children (Fithriyana, R., 2016). The difference is, entrepreneurship for children cannot be run alone, but requires guidance and support from adults, parents and teachers. Children who know the world of entrepreneurship from an early age will find it useful for their future. At an early age, children who learn to cultivate entrepreneurial learning will grow into creative individuals. Creativity that is trained from an early age, including through various entrepreneurial activities, is the main capital for children's productivity and independence as adults (Sriyanti, S., & Zanki, A. S., 2021).

Children's activities in PAUD with teachers and peers can be maximized in instilling the mindset to become an entrepreneur (entrepreneur). Things that teachers can do include providing facilities, creative teaching methods, linking what is taught with thinking like an entrepreneur. Later, when they grow up, children will get used to entrepreneurial activities and most importantly children will not be afraid to take risks (Prasetyaningsih, A., 2016). School activities related to entrepreneurship are a counterweight for children to apply what children get from the lessons taught by the teacher, for example when there is a plant theme the teacher can teach how to grow plants, take care of them and how to use plants (Nurseto, T., 2010). Entrepreneurship learning needs to be grown from an early age not only at the level of cognitive formation by telling children about the definition of entrepreneurship, its benefits and methods. But entrepreneurship can be integrated into learning themes through a hidden curriculum. This can be done by the teacher creatively when giving material (Desyanty, E. S., 2016). On the basis of this rationalization, this study focuses on reviewing the early childhood project-based learning literature in instilling entrepreneurial values in children. This is an urgency for further research to be carried out immediately due to a lack of learning innovations, one of which is in early childhood entrepreneurship learning. The results of the research will later become material for suggestions and references as learning innovation steps for teachers in early childhood education in designing early childhood learning. The aims of this study were: (1) to find and verify a project-based learning model in early childhood and (2) to uncover and analyze early childhood entrepreneurship learning.

Method

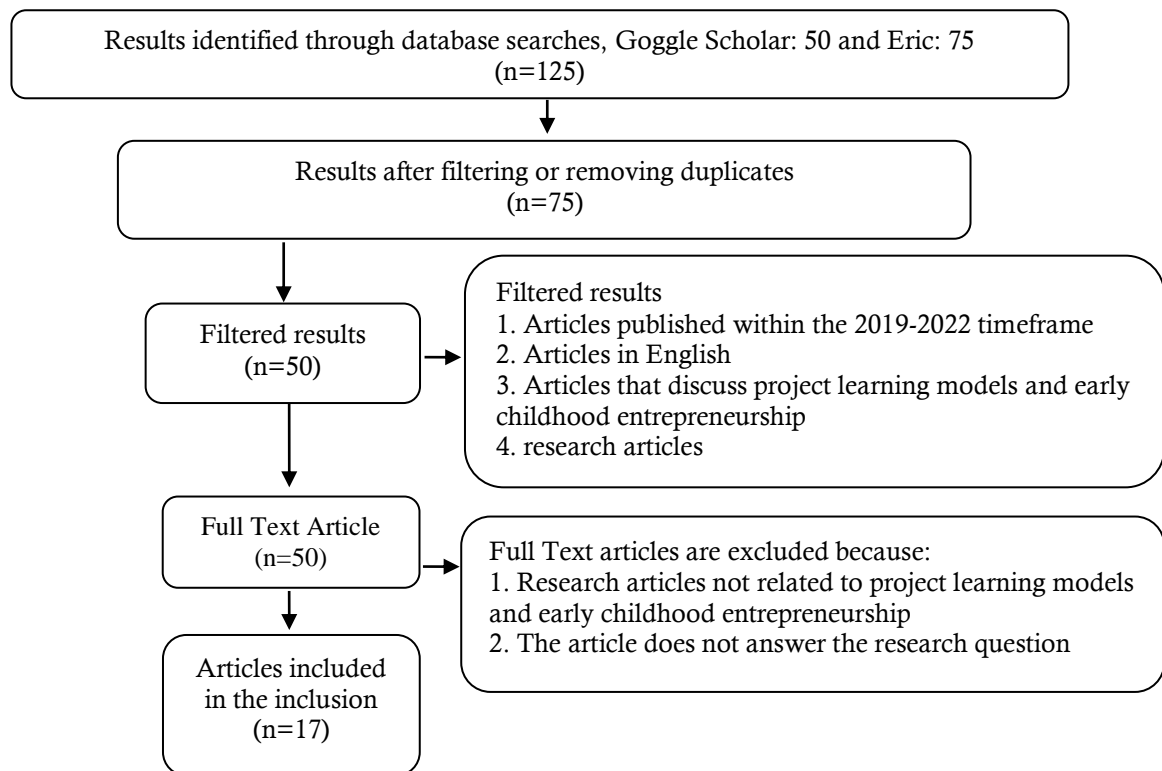
The method used in writing this article is a systematic literature review, which is an international literature search conducted using Google Scholar and Eric. This literature review was carried out using the PRISMA method technique. The PRISMA method is a method used to carry out literature review and meta-analysis activities to make it easier to review the roadmap structure for research objectives (Moher et al., 2015). Meta-analysis in literature reviews is used as a source of empirical evidence, where authors can summarize and analyze articles (Amelia et al., 2019). Furthermore, meta-analysis can also define articles according to their qualifications, which will play an important role in solving problems by explaining, synthesizing, and assessing quantitative or qualitative evidence as reporting material.

The systematic literature review process is carried out through 3 stages, which consist of searching and retrieving articles, filtering and sorting, and analysis. In the early stages of searching for journal articles related to project-based entrepreneurship learning models in early childhood, 125 journal articles were obtained from January 2019 to 2022. The results identified used the keywords "early childhood project learning" and "early childhood entrepreneurship learning" which resulted in a search. Goggle Scholar: 75 and Eric: 50. At the article sorting stage, 75 articles were deleted due to duplication and became 50 articles. Furthermore, more specific selection of articles was carried out by filtering articles based on the inclusion and exclusion criteria in Table 1. Exclusion criteria were articles that did not meet the selected criteria such as book chapters, theses, short reports, studies or non-empirical articles. Only international conference proceedings and journal articles were considered to fit the inclusion criteria (Amelia et al., 2019).

Table 1. Table of Inclusion and Exclusion Criteria

No	Inclusion Criteria	Exclusion Criteria
1	English and Indonesian	Not English and Indonesian
2	Time: Year of issue: From 2019-2022	Before 2019
3	Empirical research published through international conferences, international journals and national journals	Books, Thesis, Thesis, and Dissertation
4	Related to project learning models and early childhood entrepreneurship	All disciplines except models project learning and early childhood entrepreneurship

The remaining 50 articles were then screened again with the aim of finding journals that were relevant to the problem formulation. Each article is read and briefly discussed regarding what part is being studied, the scope of the problem being studied, where the focus of the research is, and what the results of the research are. Finally, 33 articles were deleted because they did not fit the research objectives. Thus, 17 complete articles were obtained. In the end, 17 articles were thoroughly analyzed, synthesized to extract and summarize the basic findings needed to answer the research objectives. In the discussion chapter section, it is criticized by providing ideas regarding "early childhood project learning" and "early childhood entrepreneurship learning". In order to better understand the PRISMA diagram flowchart is presented in Figure 1.

**Figure 1.** PRISMA Diagram

Results and Discussions

The results of meta-analysis of data regarding various project-based early childhood learning methods in instilling entrepreneurial values in children which have been studied in depth are presented as follows. Figure 2 shows that there has been an increase in articles from 2019 to 2022. In 2019 the number of articles published was 2 with a percentage of 12%. In 2020 the number of published articles increased by 5 with a percentage of 29%. In 2021 the number of articles published will increase by 7 with a percentage of 41%, while in 2022 the number of articles published will decrease by 3 with a percentage of 18%. This is reasonable because in 2019 entrepreneurship learning has not been carried out much because it is still carried out with conventional learning so that the articles published are still few. It is different in 2020, 2021 entrepreneurship learning

articles and projects have been published a lot because it increases the need for project-based learning innovations and entrepreneurship in early childhood, while in 2022 research on early childhood entrepreneurship has not been fully published by further researchers. Therefore, many articles discuss various methods for innovative entrepreneurship learning and early childhood project-based learning. The following is a picture of the journal frequency distribution for 2019-2022.

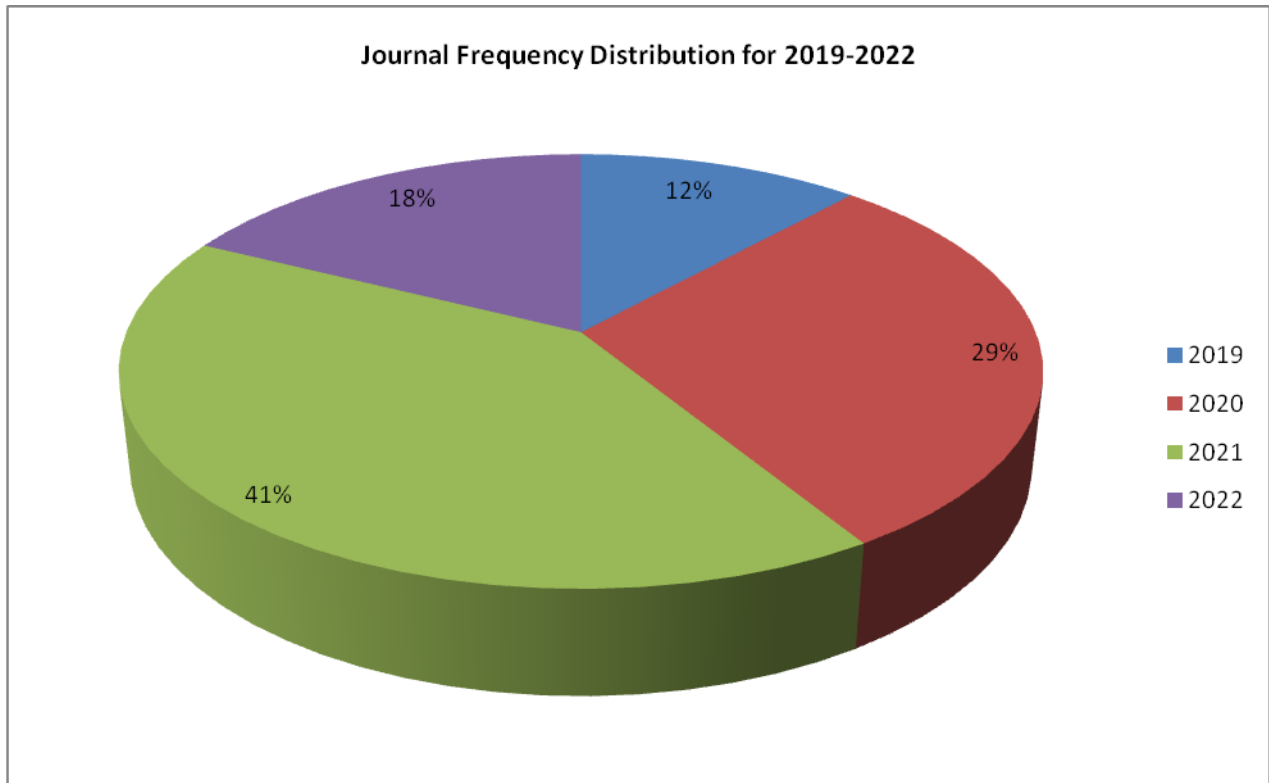


Figure 2. Journal Frequency Distribution for 2019-2022

Distribution of articles based on topic, found several project learning methods and early childhood entrepreneurship as follows: 1) Early childhood Project Learning Methods: (Harjanty, R., & Muzdalifah, F., 2022), (Afifah, R. N., Syaodih, E., Setiasih, O., Suhandi, A., Maftuh, B., Hermita, N., ... & Handayani, H., 2019), (Prachagool, Veena., 2021), (Dini, J. P. A. U., 2022), (Prima, E., & Lestari, P. I., 2021), (Widiasih, A. P., & Astuti, A., 2021), (Nurinayah, A. Y., Nurhayati, S., & Wulansuci, G., 2021), (Ananda, F. S., Rusdiyani, I., & Khosiah, S., 2021), (Sari, N. P., Setiawan, M. A., & Novitawati, N., 2022); 2) Early childhood entrepreneurship learning: (Wahyuni, A., & Suyadi, S., 2020), (Aprilianti, R., Saraswati, G., & Azis, W. A., 2021), (Saugi, W., Sundari, I., & Agustiah, A., 2020), (Utama, J. A., 2020), (Rahimah, R., 2021), (Sugianti, S., Dewi, R. S. I., & Maemunah, S., 2020), (Robi'ah Nugrahani, E. M., & Suhendro, E., 2020).

Based on these findings, various learning methods are widely applied in early childhood learning. The Figure 3 shows the distribution of articles based on context or topic. Based on the type of data or method used in each article analyzed, several methods are often used in this study, such as: 1) Classroom action research: (Harjanty, R., & Muzdalifah, F., 2022); 2) Qualitative : (Afifah, R. N., Syaodih, E., Setiasih, O., Suhandi, A., Maftuh, B., Hermita, N., ... & Handayani, H., 2019), (Prima, E., & Lestari, P. I., 2021), (Widiasih, A. P., & Astuti, A., 2021), (Nurinayah, A. Y., Nurhayati, S., & Wulansuci, G., 2021), (Wahyuni, A., & Suyadi, S., 2020), (Saugi, W., Sundari, I., & Agustiah, A., 2020), (UTAMA, J. A., 2020), (Rahimah, R., 2021), (Sugianti, S., Dewi, R. S. I., & Maemunah, S., 2020), (Robi'ah Nugrahani, E. M., & Suhendro, E., 2020); 3) Mix Method: (Prachagool, Veena., 2021) ; 4) Case study: (Dini, J. P. A. U., 2022); 5) Surveys: (Ananda, F. S., Rusdiyani, I., & Khosiah, S., 2021); 6) Literature reviews: (Sari, N. P., Setiawan, M. A., & Novitawati, N., 2022); 7) Development: (Aprilianti, R., Saraswati, G., & Azis, W. A., 2021)

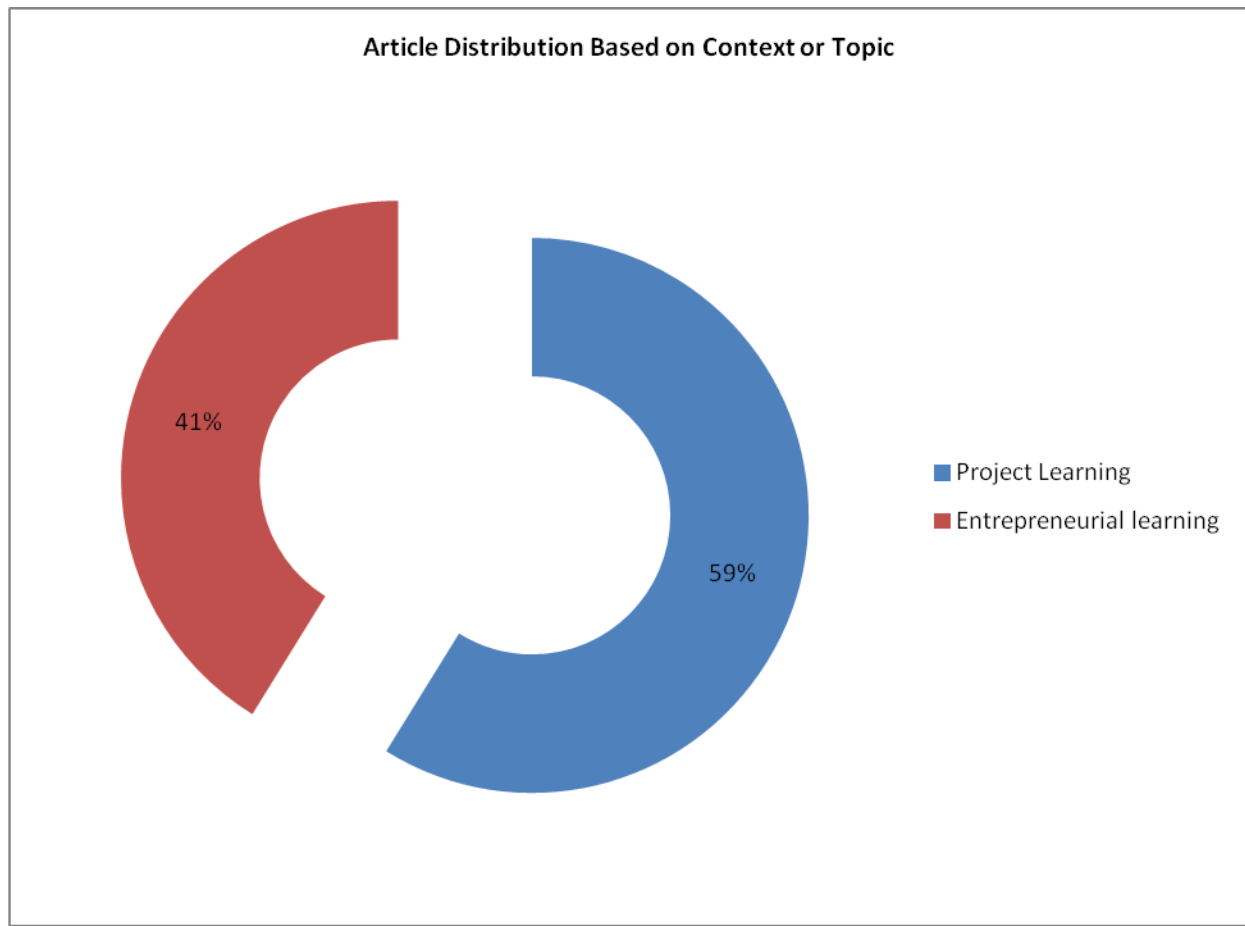


Figure 3. Article Distribution Based on Context or Topic

The method that is often used in research uses qualitative. This method is possible in the application of learning models so that they can describe implementation in the field based on observations through observation, questionnaires and interviews. Distribution of articles based on data type or method is presented in Figure 4.

This literature review examines project learning models and early childhood entrepreneurship. Previous research examines how to develop and survey children's learning with projects and the application of entrepreneurship to children. However, few articles examine the entrepreneurship-based project learning model. In early childhood learning, of course, it cannot be separated from learning that is fun and in accordance with the needs and development of children (Zaini, H., & Dewi, K., 2017). So it is very necessary to have learning innovations that can provide an appropriate stimulus for children, especially in kindergarten so that aspects of children's development can be optimally stimulated.

In several studies related to children's learning through the project method, there have been very good results for children's social and collaboration and learning with this project also stimulates creativity in children with the results of projects that have been produced in learning activities. Learning with the project method is raised according to themes that have been designed by educational institutions, especially Kindergartens with approaches that are suitable for children and linked to children's daily lives (Irawati, R. N., 2017). So that with this approach children can create and produce works that are done together with their peers. Children learn together and interact with each other. So that some aspects of children's intelligence can develop properly. Starting from the child's language where there is communication and interaction in working on projects with children to communicate with their friends, social-emotional aspects when children work together and carry out activities together, cognitive aspects when children create and produce a work in the process the child's cognitive is well stimulated, aspects art that can be seen from the creativity and work of children as well as motoric aspects which will also be stimulated when making and working on projects.

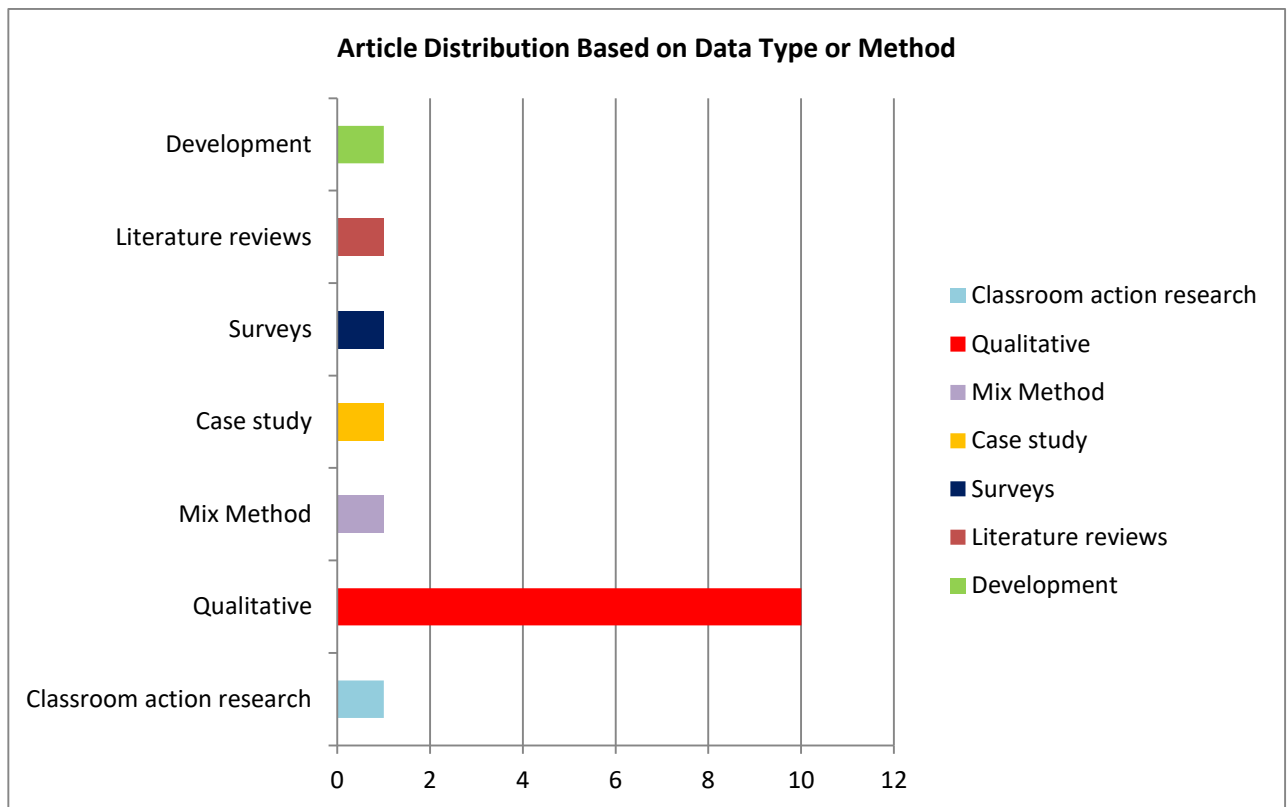


Figure 4. Article Distribution Based on Data Type or Method

In several studies related to entrepreneurship learning for children in kindergarten institutions, it can be seen that in terms of entrepreneurship learning it is not entrepreneurship in the sense that adults do entrepreneurship that prioritizes profit, but in children's learning the entrepreneurial context here is more about instilling these entrepreneurial values. From several studies related to the application of entrepreneurial values, it was found that through entrepreneurship learning activities that can be collaborated with project learning by making a work or something of potential value that can be traded has proven effective in instilling entrepreneurial values in children such as honesty, brave, cooperative, passionate, has a leadership spirit in a market day activity and cooking class (Nurhasanah, E., 2017).

Conclusions

This research reveals that this systematic literature review helps teachers, lecturers, and Kindergarten education stakeholders to assess suitable learning for children. Search results prove an increase in the number of articles published from 2019-2021. The results of the study show that the entrepreneurship-based project learning model is effective learning used in Kindergarten education. learning developed for kindergarten education must be able to measure aspects of child development and be easy to use.

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