

## **ABSTRAK**

### **PENGARUH MODEL PEMBELAJARAN *PROJECT BASED LEARNING* TERHADAP KEMAMPUAN KOMUNIKASI ANAK USIA 4-5 TAHUN**

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Masalah dalam penelitian ini adalah kemampuan komunikasi pada anak usia 4-5 tahun yang masih rendah, sehingga memerlukan stimulasi yang tepat melalui penerapan model pembelajaran *project based learning* (PjBL). Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *project based learning* terhadap kemampuan komunikasi anak usia 4-5 Tahun. Penelitian ini menggunakan pendekatan kuantitatif jenis *pre-experimental desain* yaitu *one group pretest-posttest*. Sampel dalam penelitian ini berjumlah 22 anak yang berusia 4-5 tahun. Teknik pengambilan sampel menggunakan teknik *purposive sampling*. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah observasi. Observasi dilakukan menggunakan lembar observasi ceklist yang telah diuji validitas dan dinyatakan valid. Lembar observasi juga diuji reliabilitas dan dinyatakan reliabel dengan menggunakan rumus *Alpha Cronbach*. Data penelitian diuji menggunakan uji Wilcoxon dan diperoleh nilai sebesar 0,000. Nilai tersebut kurang dari 0,05 ( $0,000 < 0,05$ ), yang berarti bahwa terdapat pengaruh positif antara model pembelajaran *project based learning* terhadap kemampuan komunikasi anak usia 4-5 tahun.

Kata Kunci: anak usia dini, komunikasi, *project based learning*

## **ABSTRACT**

### **THE EFFECT OF PROJECT BASED LEARNING MODEL ON COMMUNICATION SKILLS OF CHILDREN AGED 4–5 YEARS**

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The problem addressed in this study is the low communication skills of children aged 4–5 years, which require appropriate stimulation through the implementation of the Project Based Learning (PjBL) model. This study aims to determine the effect of the Project Based Learning model on the communication skills of children aged 4–5 years. The study employed a quantitative approach using a pre-experimental design, specifically the one-group pretest-posttest design. The sample consisted of 22 children aged 4–5 years. The sampling technique used was purposive sampling. Data were collected through observation using an observation checklist that had been tested for validity and found to be valid. The observation instrument was also tested for reliability and was found to be reliable using Cronbach's Alpha formula. Data analysis was conducted using the Wilcoxon test. The results indicated that the significance value was lower than 0.05, indicating that the Project Based Learning model had a positive effect on the communication skills of children aged 4–5 years.

**Keywords:** early childhood, communication, project based learning