



## Beyond Centers and Circle Time Learning Management in TK Intan Permata Aisyiyah Makamhaji

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### ABSTRACT

This study aims to describe 1) planning of learning centers at TK Intan Permata, 2) implementing learning centers and evaluation of learning centers. This research is a qualitative descriptive study. Collecting data using interview and documentation methods. Interviews are used to collect data on planning, implementation and evaluation of learning. Documentation in the form of files as supporting data for interview results. The data sources of this research are center teachers, class teachers and school principals. The data validation used source and technique triangulation. Data analysis used interactive analysis model of Miles and Huberman with data reduction steps, data display, and conclusions. The results showed: 1) Learning planning by making types of planning. The types of planning are annual programs, semester programs, RPPM and RPPH. The lesson planning refers to the school curriculum but the content of the material is not based on the needs of the child. 2) Center learning is a part of the whole one day learning. For the implementation of the learning process, the children come with the class teacher, then the center teacher then goes home. The central learning procedure includes the footing of the playing environment, the footing before playing, the footing when playing and the footing after playing. The pattern of moving the center, every day the children take turns the teacher stays. Periodic shift of centers. The teacher has a position as a center teacher as well as a class teacher, 3) The aspect that is evaluated is the stages of child development by referring to STTPA. Evaluation is carried out by conducting an assessment. The assessment is carried out in stages, namely daily, weekly, monthly, and once a semester. Evaluation results are used only for LPPA to parents.

### KEYWORDS

planning; implementation; evaluation

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## INTRODUCTION

Learning is an important aspect in the world of education. Whether an education is good or not depends on the quality of learning. Learning is an activity carried out by teachers to students, students to students and students to other learning sources. This is in line with the opinion of Rukajat (2018: 13) which states that learning is a reciprocal communication process carried out transactional between teachers and students, students and students or students with other learning resources to achieve certain goals in an environment particular learning. Each level of education has a different learning model that is adjusted by their age stage. As with early childhood education.

Building early childhood education is different from building other levels of education, because this education provides opportunities for children to be able to enjoy their world, namely the world of play. Playing is a means for children to learn, so it can be said that early childhood learning is playing. Play is a necessity and an important activity for children. By playing, children are stimulated to develop in general, both physical motor development, cognitive, language, artistic, social, emotional and through playing children will feel happy and comfortable in school.

Based on observations, the learning process in PAUD is still colored by teaching reading-writing-arithmetic (calistung) and not completely through playing. To overcome this, an approach that supports children to play is needed. The BCCT (Beyond Centers and Circle Time) approach comes from the word "center", which is the concept of early childhood learning where in the center of the teacher can stream learning materials that have been previously planned and compiled with activities carried out by playing. So that learning centers provide more flexibility for children to

choose the type of play according to children's interests in each center that has been prepared.

A learning model that is considered good and appropriate often experiences obstacles that occur in its implementation. This of course is inconsistent with the objectives of Early Childhood Education itself. The aim of Early Childhood Education is to stimulate children's development to achieve optimal further development. Therefore, it needs to be supported by good and correct center learning management.

TK Intan Permata Aisyiyah Makamhaji is located at Sidomulyo RT 01 RW 03 Makamhaji, Kartasura, Sukoharjo. TK Intan Permata Aisyiyah Makamhaji has implemented a center-based learning model. The centers applied are centers of natural materials, centers of preparation, centers of roles, centers of blocks, centers of art and centers of imtaq. Based on the researchers' preliminary observations, the materials and play equipment provided were not adequate and had not been arranged attractively according to the child's development. So, this raises the question of how to manage the learning center in the kindergarten. Therefore, from the explanation above, researchers are interested in knowing the planning process, implementation and evaluation of the learning centers in TK Intan Permata Aisyiyah Makamhaji with the title "Management Learning Centers at TK Intan Permata Aisyiyah Makamhaji Academic Year 2020/2021". This study aims to describe the planning, implementation and evaluation of learning centers in TK Intan Permata Aisyiyah Makamhaji.

Management is a process of planning, implementing and controlling existing resources to achieve common goals in an effective and efficient manner. This opinion is supported by Apu in Pananrangi (2017: 2) which defines management as the science and art of regulating the process of utilizing human resources and



other resources effectively and efficiently to achieve certain goals. All areas of life require management activities in order to achieve the desired goals, including learning activities in educational institutions. Learning is a transactional communication process in which there is a reciprocal nature between students and teachers, students and students or students with other learning resources in a particular learning environment to achieve certain goals (Rukajat,

The center learning model is the implementation of PAUD that focuses on children who in the learning process are centered in the center of play and use four types of footholds (scaffolding) to support children's development. According to Latif (2013: 121) center comes from the word "center" which means center. All material that the teacher passes to the child through activities that have been planned and need to be organized regularly, systematically and directed so that the child can build the ability to analyze it and can have the ability to draw conclusions.

From the explanation above, it can be concluded that central learning management is the ability to manage the activities of educators with students, students with students, or students with other learning resources that focus on children's needs where the learning process is centered in the center of play which is carried out effectively. dam efficiently by using 4 steps to support the achievement of optimal child development. Management activities include planning, organizing, leading, and controlling George in Suprihanto (2014: 9). However, on this occasion, learning management was seen from planning, implementation and evaluation activities.

## RESEARCH METHOD

This research is a qualitative research. The subjects in the study were center teachers and

school principals. The data collection techniques used were interviews and documentation. The research used a structured interview technique because before conducting the interview the researcher had made a research instrument in the form of questions and documentation carried out by collecting and analyzing documents, both written documents, images and electronics. Interviews are used to collect data on planning, implementation and evaluation of learning. Documentation in the form of files as supporting data for interview results. Data analysis techniques are using interactive analysis by Miles and Huberman by reducing, displaying, and concluding. Data validity checks using triangulation of sources and techniques.

## RESULTS AND DISCUSSION

### 1.1 Learning planning center

TK Intan Permata Aisyiyah Makamhaji is an early childhood education institution that implements center learning. Has 4 lesson plans, namely an annual program, a semester program, a weekly lesson plan and a daily implementation plan. This is in accordance with the research results of Sary (2015: 47) learning planning includes annual, semester, monthly and weekly programs. However, it is not in accordance with the theory presented by Latif(2013: 88-89) there are several lesson plans made by the teacher, namely one year lesson plan, one semester lesson plan, theme lesson plan, one day lesson plan, central lesson plan and individual lesson plans and this theory is supported by Darsinah's explanation, 2018 in the lesson planning course.

The learning arrangement procedure is based on the curriculum. The curriculum refers to No. 137 of 2014 and Permendikbud No. 146 of 2014 and Permendikbud No. 160 of 2014 concerning the implementation of the Early Childhood Education Unit Level curriculum (KTSP PAUD) issued by the Ministry of Education and



Culture, Directorate General of Early Childhood Education and National Education, Directorate of Early Childhood Education, 2015. This is not in accordance with the theory (Darsinah: 2018) regarding the procedures for preparing lesson plans which contain about the procedure for preparing a one-year learning plan which includes evaluation of progress, objectives, materials, storming terms, and theme trees. Then it is broken down into one semester lesson plans, themes / sub-themes, centers, one day and individually and is supported by the theory of Baron, 2018 which states that ECD policy planning includes an initial strength, needs, and gap assessment in services in a situation analysis that relies on policy analysis and document review. This theory is supported by the explanation of Darsinah, 2018 in the lesson planning course.

## 1.2 Implementation of learning centers

The implementation of the lesson is divided into three activities, namely the initial activity, the core activity, and the closing activity. Initial activities include habituation activities. Then the core activities of the children enter their respective play centers. The core activities consist of environmental footing, stepping before playing, stepping when playing, stepping after playing. A series of core activities are carried out by the center teacher. Then the final activity contains clapping, singing and reviewing the activities in one day. So from these results it can be seen that central learning is part of the whole one-day learning. This is in accordance with Darsinah's theory (2018) which explains that central learning is part of the whole one-day learning.

The principle of center learning applied at TK Intan Permata Aisyiyah Makamhaji is based on the needs of the child, realizing that each child is unique that cannot be equated with other children, there is reciprocal communication

between teachers and students in learning, teachers do not force children to do activities and provide opportunities for children to choose activities according to children's interests. This is not fully in accordance with Latif's (2013: 80) theory which contains the principles of early childhood education, which is oriented to children's needs and the development of children's life skills, for children playing is learning, learning activities are stimulated to build work systematics, in activities. Playing children will learn more if they get a foothold from the teacher. Learning and education center procedures are carried out repeatedly and gradually referring to the principles of child development.

There are 4 steps for implementing the learning center. The foothold of the teacher's playing environment arranges the playground 30 minutes before the children arrive. This footing has no central focus and does not contain the density of the game. The playing tool must contain 3 types of play, namely sensory motor play, role playing, development playing. In arranging the place to play the teacher uses the formula 1 play tool is used for 3 children, so that if there are 10 children the teacher provides 3 playing tools plus 2 playing tools for backup. This is not in accordance with Latif's (2013: 82) theory, in which theory explains that the foothold of the playing environment is the arrangement of the playing environment carried out by the teacher which includes 4 elements, namely the number of places to play, types of play, focus of centers and density of centers. This theory is supported by the explanation of Darsinah, 2019 in the Microteaching course.

The steps before playing that are applied include greetings, attendance, story telling, introducing the activities of the day, the kinds and ways of playing, the rules of the game at the center then before the children play in the center the teacher invites the children to toilet training



and drink. This is in accordance with Latif's theory (2013: 83) and in line with Darsinah's explanation, 2019 in the Microteaching course, that the basis before playing contains 4 elements, namely introducing themes, reading books, conveying rules of the game, and choosing a place to play.

The foothold when playing is applied by the teacher to observe and make notes on children's development from children's activities while playing in the center. The teacher also asks children with open-ended questions such as "What building are you building, kid?" or "What are you drawing, son?", when the child is having trouble the teacher will also help the child like "Mother, I can't cut it. We will aim it slowly, we will assist you, oh this is how you try to open the scissors first, slowly close the scissors, then open the lid and open the lid slowly ". When classified, apply TBC namely observation, questions, physical intervention. From these results it can be seen that the application of footholds when playing is not in accordance with Latif's theory (2013: 83) and Darsinah's explanation, 2018 in the Learning Planning course, because in the theory of footing when playing contains TFP flow and also provides TBC. TBC contains 5 elements, namely Observation (Visually Looking On), Non-direct statements, Questions (Question), direct statements (directive statements) and physical intervention (physical intervention).

The step after playing which is applied in the Kindergarten Intan Permata Aisyiyah Makam Haji contains the teacher inviting the child to clean up the playing equipment according to the place and type with the teacher who participates in the accompaniment and gives an example then the teacher invites the child to sit in a circle and ask about the feeling of playing, the teacher asks about what activities are playing. It has been done (recalling), children are given the opportunity to show their work, it can be in the form of pictures,

writing, telling stories. These results are in accordance with Latif's (2013: 83) theory of foothold after playing, that the play includes tidying up and recalling dams in line with Darsinah's explanation, 2019 in the Microteaching course.

The transfer or rotation of the center is carried out according to the schedule made at the beginning of the learning year. The movement mechanism is that every day the children take turns from one center to another and the teacher stays at the center. One week, there are five days, meaning that in one week the children enter the center. Change of schedule for center rotation once every two weeks. Center teacher as well as classroom teacher. Therefore, this result is in accordance with the Technical Guidelines for Kindergarten Implementation by the Director General of Early Childhood Education 2011 and is in line with the explanation of Darsinah, 2020.

### 3.3 Evaluation of learning centers

The target of the assessment or assessment at TK Intan Permata Aisyiyah Makamhaji is the development of each child. This is in accordance with the theory that the assessment of early childhood education focuses on child development with the scale used is STTPA, because development becomes a parameter or a reference for the success of the learning program. This statement is in line with the Regulation of the Minister and Culture of the Republic of Indonesia Number 137 of 2014 article 5 paragraph 1 that STTPA is a reference for developing standards for content, process, assessment, educators and educational staff, facilities and infrastructure, management, and financing in the management and implementation of children's education. early age.



The principle of evaluation in Intan Permata Kindergarten is to evaluate six aspects of development, carried out in stages, evaluate according to what happens in the field, understand that each child is unique and involve school partners such as doctors, midwives, school committees and parents. This is in accordance with the theory of Suyanto (2005: 196) which states the principles of evaluation, namely holistic, authentic, continuous, individual, and multisource and multicontext.

The procedure for implementing learning evaluation is carried out by conducting assessments every day during learning. Assessment is not in the form of a test, so every day the child is observed and evaluated by the teacher. There must be a record of progress. The assessment used is in the form of an anecdote, observation sheet, and attitude or educational assessment. The assessment refers to the Child Development Achievement Level Standards (STTPA). The data obtained during the learning period will be compiled in the form of an assessment guide book and a child development assessment book or format individually and become a child development reporting document that will be submitted to the parents or guardians of the students. This is not in accordance with the theory of Pennsylvania's Department of Education and Public Welfare Harrisburg, PA in 2005. which explains the following steps in conducting an assessment.

First, using a curriculum-based scale authenticity in the first stage evaluating early childhood learning skills. The scale used is the Child Development Achievement Level Standards (STTPA). Second, combine the data for each child at least 2 times (preferably 3 times) per year. Third, collect information from teachers, caregivers, parents, and others who know children well. Fourth, observe and record the strong and

weak skills of each child through daily or weekly observations.

Fifth, use special skills or methods to probe further into areas that may need more in-depth evaluation. Sixth, for children with developmental disabilities use special measures that have been designed and validated. Seventh, collect information on children individually and as a class to watch for changes. Eighth, incorporate the information gathered into teaching strategies, classroom activities and curriculum materials at each point in time. Ninth, use the information collected over time as a record of children's performance and progress to share with parents and to build transitions with the principal, teacher the next school year.

The type of evaluation applied at TK Intan Permata uses a progress assessment. The implementation of the assessment is based on time, namely daily assessments, weekly assessments, monthly assessments and semester assessments. This is in accordance with the theory presented by PAUD Central Java which refers to Permendikbud numbers 137 and 146 of 2014, that the assessment is based on time, namely daily assessments, monthly assessments, and semester assessments.

The Child Development Achievement Report (LPPA) is an activity to report the results of children's development for one semester to parents in positive narrative writing. In addition, the teacher provides informal communication services to parents via WhatsApp, but if a precarious condition is found, the teacher also provides direct communication with parents or guardians of students regarding children's development at school. For example communication via WhatsApp, when at school the child does not want to sit, then the teacher communicates with the child's parents. This is in accordance with the theory Waseso (2007: 9.3)



which explains that the form of reporting learning outcomes in early childhood uses descriptive narrative reports. use positive words or language in writing and writing narrative reports. In addition, the teacher should emphasize the progress and strengths of the child rather than the weaknesses of the child. Waseso (2007: 9.5) also describes evaluation reporting methods using student development report books, conferences or reporting children's progress through face-to-face meetings and informal explanations.

## CONCLUSION

Based on the formulation of the problem and the results of research regarding center learning management at TK Intan Permata which includes planning, implementation and evaluation of learning, it can be concluded that learning planning refers to the school curriculum so that it is not based on children's needs and the types of planning implemented are annual programs, semester programs, RPPM and RPPH. Implementation of central learning is part of the whole one-day learning. The procedure for implementing the center includes the footing of the playing environment, the footing before playing, the footing when playing and the footing after playing. The pattern of moving the center, every day the children take turns the teacher stays. Each center is managed by one center teacher. Center teacher as well as homeroom teacher. The Learning Evaluation Center that is applied is the development of children with reference to STTPA. Evaluation is carried out by conducting an assessment. The assessment is carried out in stages, namely daily, weekly, monthly, and once a semester. All assessment results are used only for reporting to parents via the LPPA. The evaluation results are not used as material for planning the next semester.

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