

Implementation Of Center Learning Models At Ra Azzahra Way Jepara East Lampung

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ABSTRACT . The government's seriousness in improving education is never a joke, this effort is clearly seen in early childhood learning. This research aims to answer the problem that with a small number of centers, teachers should be able to maximize the variety/type of toys, but in reality this has not happened. It also explained about the implementation of learning centers and knowing the factors that support and or hinder the implementation of learning centers at Raudhatul Athfal Azzahra Way Jepara, East Lampung. The design in this study is descriptive. Data collection was carried out using observation and interview techniques. Data analysis using descriptive qualitative techniques. The results of the study: the implementation of learning centers in Raudhatul Athfal Azzahra Way Jepara East Lampung is through five centers, namely the Preparation Center, Art Center, Block Center, Role Playing Center, and Natural Materials Center. Of course there are many inhibiting and supporting factors during this learning change process but reap significant results from the academic abilities and character of the child. Where children are more disciplined, enthusiastic, responsible, and the child's social level increases.

Keywords: *Learning Center Model, Early Childhood*

INTRODUCTION

The history of world education places Early Childhood Education (PAUD) as something important . UNESCO policy in 2005 mentions the number of children enrollment in new early childhood education reaching 20%, departing from the existing percentage, currently the focus of the government's attention on education programs is emphasized on PAUD (Rakhmalia, 2014) .

Early childhood education is an effort to develop optimally for children from the age of zero to six years, providing educational stimulation from an early age is an appropriate and swift effort in the process of developing children both physically and or spiritually in order to provide provisions for children so that they are ready to enter further education, namely elementary school (Hasan, 2009) . Physical exercise through stimulation or stimulation is needed by children during their golden period to support children's growth and development. During the golden age, 90% of a child's physical brain is almost fully developed so that the inculcation of good values and character in children is very appropriate at this time (Nurjannah, 2018) . Early childhood learning is a process of interaction that is formed between children, friends, teachers, or parents which means to achieve their developmental tasks in a certain environment. Factors for achieving

learning objectives are also influenced by the interactions carried out by children . The relationships between children are reflected in the interactions they build, where they will gain meaningful experiences and facilitate activities during the learning process (Akbar, 2020) . So we need the right learning model to be able to stimulate children's abilities to the fullest.

The early childhood learning model is closely related to the arrangement of the child's learning environment. A comfortable and conducive learning environment becomes part of the process during which children learn. The learning environment is expected to be able to improve children's learning abilities, the willingness to explore, experiment, be fun and meaningful so that the learning environment must be planned, designed and designed as well as possible. Child development depends on two things, namely innate including potential factors, talent factors, and interest and environmental factors including natural factors, community factors, and cultural factors (Erzad, 2018) .

A comfortable and conducive learning environment is an expected environment, for this reason it is necessary to develop a learning environment by adhering to the following principles: 1) optimizing children's learning and development, 2) *Child's taste* or a reflection of children's tastes where the learning environment must be attractive to children, and 3) oriented towards learning efficiency both learning effort and learning outcomes (Dinda Pratiwi Nuritasari, 2015) . The center model learning approach is carried out in circles and play centers while learning takes place (Mustajab et al., 2021) . Center learning is carried out in a circle where an educator and child sit together to form a circle to provide a foothold for children. Activities are usually carried out before and after children play. center model learning is an effort to stimulate children in concrete activities that are packaged in the form of centers. Sentra invites children to explore where they will connect the knowledge they have and apply it in their daily activities (Mutiah, 2012) .

Child development can be trained using the center and circle method, namely through the play approach or also called *playing with learn* , namely sensorimotor (functional) playing activities, role playing, and playing objects/development (Ar-Raisul, 2014) . Sensori-motor play is through the five senses the child captures stimuli and produces movements in response to the stimulus he receives. The five senses and physical relationship with the environment are used as provisions for early childhood learning starting from coloring, cutting, weaving, and squeezing.

There are two types of role playing in early childhood learning, namely macro role centers and micro role centers. Presenting an object while playing can help children bring in and shape the concepts they already have. Developmental or constructive play demonstrates a child's ability to turn his thoughts, ideas and ideas into real works. There are two types of development/constructive play, the first is constructive natural or liquid materials such as paint, water, sand, crayons, and markers and the second is structured constructive. Children can use game tools such as blocks, maze, lego, plasticine, and *magic straw* .

A play center is a place/zone for children that is designed and equipped with a variety of games, where children explore play activities as an environmental base that students need covering all aspects of the development of the child's basic potential in a balanced and optimal manner according to the stage of development (Mutiah, 2012).) .

Playing is a basic need and has a fundamental value for children's motor development, games are able to stimulate children's development in both the physical, cognitive, language and social aspects of children. Playing can trigger creativity, overcome conflict, hone the five senses, educate the brain, train empathy, therapy, and make discoveries (Wiwik, 2017) . By playing, the child's learning process will run effectively so that it will create a feeling of pleasure and comfort

without coercion in the child during the learning process while playing so as to provide optimal results (Mulyani, 2018) . Selection of appropriate/ appropriate playgrounds for children can improve all aspects of their development. The center model is designed as a place for learning and playing activities for children in order to develop children's skills and abilities without causing a sense of pressure and compulsion from the teacher (Ayu Asmah, 2018) .

However, the implementation of the learning center model at RA Azzahra Way Jepara is seen to be less than optimal in its implementation. Activities are less varied, children look less conducive. With a small number of centers, teachers should be able to maximize the variety/type of toys that are adapted to the child's developmental stage, so that it will create fun learning (Yennizar & Hikmah, 2020) , but in reality this has not happened . Departing from the problems that exist, researchers are interested in examining how the Implementation of the Center Learning Model at RA Azzahra Way Jepara, East Lampung.

METHOD

Implementation of this study using a qualitative descriptive approach with. The subjects in this study were school principals, center teachers, and 15 students aged 5-6 years at RA Azzahra Way Jepara, East Lampung. The data collection technique used was direct observation of the subjects studied, documentation, and interviews with group heads and teachers. The place of this research is at RA Azzahra Way Jepara East Lampung in April 2021. The object of this research is the implementation of the center learning model that has been carried out. Data analysis used Miles & Huberman's theory with data triangulation, namely presentation, analysis and conclusion.

RESULTS AND DISCUSSION

Early Childhood Education's Center Learning Model

The center model is used as the most up-to-date learning in the Early Childhood Education environment with its main characteristics namely providing a basis (*scaffolding*) to build the concept of intensity of children's play, basic concepts, rules, ideas, and children's knowledge (Eka Fitriana, Rini Riswanti, 2018) . During the learning process, the center model focuses on children both when the child is in a circle or in a play center (Mulyasa, 2017) . The focus of the learning center is a group of PAUD-age children who are in an activity center where the activity must be completed, from the start of the activity to the end of the activity. Child development can be supported from every activity in the center, along with the types of play in the center model, namely sensorimotor or functional play centers, role play centers and development play centers (Lailan, 2017) . Learning centers in AUD are centers of learning activities using the learning while playing method. The integration of life values education is designed to develop all of the child's potential ("Effectiveness of Learning Centers in Trowulan District, Mojokerto," 2021) .

The center learning model or also called BCCT (*Beyond Center and Cycle Time*) is one of the learning models held at the Early Childhood Education's level. The development of the center model was first known in Florida, USA, under the care of Pamela, namely the *Creative Center for Childhood Research and Training*, or better known as CCCRT. This model is also developing in Indonesia, which is now known as BCCT where play activities are centered and focused on children. Children are given the freedom to carry out all play activities with the aim of developing

the child's potential (Sumiyati et al., 2021) . BCCT is an approach model that is held at the early childhood education level which is the result of a combination of theory, experience, and field implementation (Mandasari, 2013) . The types of play centers in BCCT learning activities include: worship centers, role-playing centers, natural materials centers, blocks centers, arts and creativity centers, music centers, and preparation centers (Fitriyah, 2008) . Seeing the current development of education, the number and name of the centers can be adjusted to the situation and needs of the school organizers (“Effectiveness of Learning Centers in Trowulan District, Mojokerto,” 2021) .

The aims of the BBCT approach are: 1) to instill basic values in children; children as individuals who are still new to the world and do not know customs, rules, norms, manners, and so on. There needs to be qualified guidance so that children are able to understand themselves and various things in life. Early age as the initial foundation for implementing and instilling basic attitudes in life, namely: religious values, ethical values, moral values, nationalism values, and social values; 2) developing basic abilities, 3) soaring the potential for children's intelligence, because intelligence has the potential to create products that have cultural values and problem solving (Iswantiningtyas & Wulansari, 2019) . Things that need to be considered as an effort to optimize children's development in centers are density and intensity. The density of play is the variety and ways of playing provided by the teacher to support children's experiences in the learning process (Sujiono, 2009) . Meanwhile, intensity relates to the time required for the child's experience. In the center learning model, the role of a teacher needs to provide a foothold for students to build children's concepts and provide new ideas . The footing (*scaffolding process*) is the support provided by the teacher so that children achieve higher development according to their stage of development (Mutiah, 2012) .

Here are 4 steps that need to be taken (Mulyasa, 2017) : (a) Structuring the playing environment, namely the teacher preparing tools and playing materials to be used in the learning process in accordance with the daily implementation plan, with the aim that learning activities at that time are achieved with materials and tools that have been prepared; (b) Steps before playing (15 minutes) by: greeting and praying, attendance, apperception, conveying the theme to be discussed, conveying the rules of the game; (c) Steps while playing (60 minutes) by observing children who are doing playing activities, ensuring that all children are actively participating in activities, accompanying and providing guidance to children who are not yet capable, directing children to do other activities, noting children's development as a result of doing activities, giving directions/preparing that play time will be over, and cleaning up the used play equipment; (d) Steps after playing (15 minutes), can be done by asking questions about the play activities that have been carried out by children, asking questions about activities that have taken place, asking about feelings during activities, and closing.

Implementation of the Center Learning Model at RA Azzahra Way Jepara, East Lampung

The implementation of the learning center model at RA Azzahra Way Jepara, East Lampung has been carried out for four years, previously the learning process was carried out using only classical learning models. After evaluating the classical learning model, it was considered less effective and efficient in developing all aspects of child development. Child development does not look optimal as well as discipline, responsibility, independence and lack of

child character formation. Therefore managers and teachers designed the RA Azzahra learning model Way Jepara East Lampung is a center-based learning model.

Meanwhile, the learning center models that have been implemented at RA Azzahra include: (a) *Preparatory Centers* , Preparatory centers emphasize learning about literacy. Early literacy is a child's ability to recognize literacy that must be mastered, namely pre-reading and writing. Mutiah emphasized that the stimulation of activities in the preparation center is the initial learning stage of calistung skills (Rahmawati, 2019) . The teacher completes the learning media in the preparation center in the form of number and letter *flashcards* , mathematical concepts, sequencing materials, grouping, geometric shapes and others. (b) *Art Centers* , Art centers facilitate the ability to develop ideas, children's ideas in making various works, developing imagination/creativity through project methods. Activities in art centers are expected to be able to invite and direct children to be active and creative in producing works (Fitria et al., 2020) . Tools and materials used include: crayons, glue, flannel, beads, patchwork, sand, watercolors, brushes and so on. (c) *Beam Centers*, in the beam centers a variety of blocks with various shapes, colors, sizes and textures have been provided. At the block center, children are able to develop ideas in the activity of assembling various shapes with blocks, mathematical logic, thinking skills and problem solving.

Saleh and Wismiarti in their opinion said that the block center is a center which is equipped with various forms of blocks based on shape, size and color, so that they are able to stimulate children to create various forms of buildings that are varied and structured according to their ideas and ideas (Dhuriyatun Nasichah, 2017) . (d) *Role -playing centers*, in learning activities at role-playing centers children learn through objects around them and play the characters, so that they are able to develop an appreciation for activity materials according to children's imagination (Farikha et al., 2018) . Role play centers are divided into two, macro and micro. Playing macro (large) roles children play role-playing activities as a model. Playing micro (small) children's roles using game tools/accessories in playing games according to the ongoing theme, (e) *Natural Materials Centers* , namely as a stimulation of children's learning activities directly through learning science in accordance with the ideas and ways of thinking of children through strengthening functions five senses .

Learning at natural materials centers stimulates children in developing naturalist intelligence by carrying out learning activities using materials in the surrounding environment (Yunisari & Amsal Amri, 2016) . The materials used include: clay, sand, water, rocks, seeds, various types of leaves, stems and others according to the conditions of the institution.

Implementation of Center Model Learning at RA Azzahra Way Jepara, East Lampung

Implementation of learning for 15 minutes with children to carry out *moving classes* , based on turn centers (Fauzia, 2020) . Activities at the footing stage that can be carried out by the teacher include, footholds for arranging the child's playing environment, footholds before playing, footholds when the child is playing, footholds after the child plays. In line with what was explained by Fatma Hernawati (2021) as a teacher of RA Azzahra Way Jepara East Lampung said that learning activities are carried out every Monday-Friday starting at 07.30-11.00 WIB. Routine learning activities refer to six stages including initial opening activities, morning material, Duha prayer, snack time/rest, center activities, and closing. The activities are described as follows:

First , the opening activity. The initial activity starts at pkl. 07.30-08.00 WIB. The activities namely; greetings, greetings, and singing songs according to the theme. *Second, the* Duha prayer is

held at pkl. 08.00-08.15 WIB, after praying, the children pray together while chanting tasbih, tahmid, takbir, prayers of both parents and muroja'ah of short letters. The equipment used includes; prayer mat, mukena, sarong, cap. *Third*, outdoor gross motor activities are carried out at 11:00 p.m. 08.15-09.00 WIB. The aim is to prepare children's mental readiness before participating in core activities at each center and stimulate children's gross motor development. The importance of developing gross motor skills in children because if the child's motor skills are not perfect it will cause a lack of self-confidence, emotional instability and low self-esteem (Farida, 2016) . *Fourth*, Rest and eat. This activity was carried out at 09.00-09.30, starting with eating together with SOP (Standard Operating Procedures) including; food, handwashing area, handsoap, as well as eating and drinking equipment followed by a free outdoor play break equipped with outdoor games. *Fifth*, Core activities/centers, during which the core activities are carried out at 09.30-11.00 WIB directly accompanied by the center teacher through the stages of footing, namely playing environment footing, pre-playing footing, playing footing, and post-playing footing.

The activities carried out in core learning through these 4 platforms include: 1) Play environmental foothold, namely in environmental foothold activities the teacher and children prepare places, tools and playing materials to be used for the learning process which is called a variety of games adapted to the theme. study. The basis for the playing environment is the teacher's assistance in implementing the place setting, tools and play materials to be used (Setyowati, 2019) . , chatting / question and answer about the theme, make the rules and expectations of the game, such as; pay attention, take turns, choose toys, play, show, tidy up, discipline, just walk around the room, talk moderately, love teachers and friends. 3) Footage while playing, in this activity the teacher supervises students who are carrying out learning activities by providing motivation, direction, and guidance for children who have difficulty in the learning process, with the hope that children play an active role in completing these activities , then the teacher evaluates children's learning outcomes . The basis for playing includes observing, motivating and evaluating (Yennizar & Hikmah, 2020) . 4) The basis after playing is recalling, namely reviewing activities that have taken place with a question and answer process to students, followed by reading the closing prayer of the assembly and closing activities. The foothold is the teacher's encouragement as an effort to guide students to achieve success and achieve maximum abilities to a higher level (Mujiati, 2019) .

Results of the Implementation of the Center Learning Model

Based on the results of the implementation of the learning center model carried out at RA Azzahra there are various factors that support success and hinder its implementation, including leadership/principal, teacher/educator, students and facilities used. *First* , judging from the ability factor of the principal, he is able to provide training on the center method, on PAUD materials and evaluation of learning on an ongoing basis through regular meetings held once a week. *Second* , the factor of educators, being able to teach well using the center model supported by facilities and training activities held by the school principal. The inhibiting factors from the teacher are the lack of creative ideas in providing various activities in each center and the weakness in preparing and filling out lesson plans (RPPM/RPPH) so that it hinders the learning process.

Third, the success of students can be seen in changes in the character of children who develop very well including children who are more disciplined, independent, responsible,

enthusiastic in participating in the learning process, and the social characteristics of children are more improved. *Fourth*, one of the factors that lead to the success of a lesson is adequate facilities, but the results of the study show that there is a lack of APE completeness in each center, it can be seen that there are no musical instruments in the arts center that can be used as a means of developing aspects of children's creativity.

CONCLUSION

The learning center model that has been implemented at RA Azzahra is classified as good in its implementation, the learning center model that has been implemented at RA Azzahra includes preparation centers, blocks playing centers, arts playing centers, role playing centers, and natural materials centers. Children's character education looks very developed with the implementation of the learning center model, including children who are more disciplined, independent, responsible, enthusiastic in participating in the learning process, and the social characteristics of children are more improved. On the other hand, with the successful implementation of this model, of course there are still parts that need to be improved, namely related to the completeness of APE and the weak creativity of teachers.

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