

Implementation of Project-Based Center Learning Model in Kindergarten

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Abstract. *This article discusses the viewpoint of the Project-Based Center Learning Model which was carried out at Aisyiyah 4 Pondok Jati Kindergarten, Sidoarjo. The right learning model is the determinant of learning success. Learning that suits the needs of children is learning that can optimally develop children's multiple intelligences. The Center Learning Model is one of the effective approaches because it stimulates all aspects of child development through directed play. This research is motivated by the importance of early childhood education as a foundation in shaping and developing children's character from an early age. The purpose of this study is to answer questions about the application of the center learning model in Aisyiyah 4 Pondok Jati Kindergarten.*

Keywords - *Center Learning Model, Early Childhood Education, Project-Based Learning, Multiple Intelligences, Kindergarten*

I. INTRODUCTION

Education is one of the important things to be achieved by an individual because education is a basic need for every human life [1] A child has extraordinary potential that must be fostered from a young age. The law regulates early childhood education, specifically 2003, number 20. Stated that the program known as Early Childhood Education (PAUD) is geared toward children, starting at birth and continuing through the age of six, carried out by providing educational stimulation to aid in the growth and development of a child's mental, physical, and motor skills in preparation for the next level of education [2]. An innovative learning model is the right strategy to help develop aspects of children, the center learning model is one of several kindergarten/RA learning models. The learning model leads to a certain learning approach including its goals, steps, environment, and management system [3].

Early childhood is a time of identification/imitation, exploration, sensitivity, and play, early childhood education is a very important part of a child's education because, in this golden age, children need as much stimulation as possible to reach their full potential [4]. There are 6 principles of early childhood learning in early childhood education: 1) Situated to youngsters' necessities 2) Planning exercises cautiously. 3) Situated to the improvement of kids' fundamental abilities. 4) Applied repeatedly and gradually. Learn on foot. 6) Learning through the world of children, namely play [5].

According to the article [6] by Putri and Suryana (2022), there are two types of early childhood learning models: teacher-centered and child-centered. Povdov, Skinner, and other behaviorist figures started teacher-centered learning. Piaget, Erikson, and Isaacs initiated childcentered education.

As a result, as a teacher, you must be able to select the appropriate learning model, which will determine learning success. The fundamental concept model is one of the learning models that can use directed play to stimulate all aspects of a child's development [4]. This center's educational mission is to bring children into the real world packaged in the form of a center. In the center, children will try to relate the knowledge they have by applying it to their daily lives [7].

The center model is a learning model developed by Dr. Helen Parkhurst in America in 1904 through the Dalton System School. Dalton's classroom system is different from ordinary schools that apply the classical system. Dalton School uses rooms or vats, there are special rooms for history, earth science, and natural sciences, and then each vak has its own room [8]. In early childhood education, a learning model called center learning or BCCT (Beyond Center Circle Time) is based on centers and when children are in a circle [9]. The application of the learning in this center is a combination of theory and practical experience.

According to Dian Wahyuningsih, 2020 in the article [10] The benefits of the center learning model for early childhood are (1) providing a fun play experience with other materials, objects, and children and gaining the attention of adults, namely educators, (2) providing a high-quality play environment because it encourages three types of play: functional play, role play, and development play. (3) Stimulating children's independence-focused learning in a calm setting with the children at the center of the learning process. (4) Inspiring children to play actively in the game center. (5) Ensuring that children can freely and fully develop their abilities.

In order to meet the needs of play for children, Aisyiyah 4 Pondok Jati Kindergarten implements a center learning model. According to one of the teachers at the kindergarten, the center learning model has been implemented in this institution and the results are better. Aspects of child development are fulfilled according to the standards of the child's level of development achievement in relation to their age. In addition, this center learning is very helpful for teachers to always be creative in conditioning children because this center learning requires quite a lot of time [7]. The learning model is defined as a learning design used to achieve the learning goals. strategic role in optimizing the success of the teaching and learning process. Because the learning model focuses more on the needs of children [11].

II. METHOD

The research subjects used children aged 4-5 years (group A), 5-6 years old (group B), and group teachers. Qualitative and descriptive methods were used in the research. In Nazir [12], said: "The descriptive method is a method to examine an object, condition, system of thought, the state of society, even a current historical period". Because it provides an in-depth description of a phenomenon without altering it so that it can describe the actual situation regarding the implementation of the center learning model at Aisyiyah 4 Pondok Jati Kindergarten, the qualitative descriptive method is deemed appropriate. Observations, interviews, documentation, and field notes are used to collect data. There are five centers at Aisyiyah 4 Pondok Jati Kindergarten: the Imtaq center, the preparation center, the block center, the role center, and the natural material center. The observation results show that the application of the center learning model at Aisyiyah 4 Pondok Jati Kindergarten has been well implemented.

III. RESULTS AND DISCUSSION

A. Center Learning Model in Early Childhood

Using four forms of scaffolding in a circle to help children's development, Beyond Center and Circle Time (BCCT) is a way to implement early childhood education that focuses on children whose learning process is centered on the play center and when the child is in a circle [13]. The four footholds are: (1) the foothold of the play environment, namely: the teacher prepares and arranges the play materials according to the center that is opened, and adjusts to the number of

children so that the play equipment used can be sufficient, (2) the foothold before playing, namely: where the teacher and the children give greetings, prayers, stories about experiences, and song movements, (3) the foothold when playing where the teacher gives the widest possible time for the children to play according to the predetermined center, (4) a foothold after play where children recall what they have learned and recount the experiences gained during play at the center.

The implementation of education cannot take place quickly without planning. Learning planning is the activity of formulating the components needed to achieve learning objectives such as determining approaches, strategies, methods, learning techniques, and preparation of materials, media, and learning resources. All of these components are formulated in the Learning Implementation Plan (RPP) [14]. Learning planning, as defined by Nana Sudjana (1998, 2000:61), is the process of projecting the actions that will be carried out in learning (PBM), specifically by coordinating (regulating and responding) to the learning components. This is done so that the direction of the activity (objectives), the material (content), the method of delivering the activity (methods and techniques), and how to measure it (evaluation) become clear and systematic.

According to Howard Gardner in [15], educators/teachers need to facilitate every intelligence that children have in learning and learning activities. Including:

- 1) Language intelligence (Linguistics) is related to using skills and perception to manage terms and language. Namely, the ability to use terms effectively
- 2) Intelligence Mathematical logic is related to using skills and perception in the field of numbers (Numerical) and logical reasoning.
- 3) Music related to using skills and perception in the field of music and sound
- 4) Body mobility intelligence (kinesthesia) is related to using skills and perception in the field of cooking and controlling the movements of the limbs.
- 5) Image space and space (visual-spatial) are related to using skills and perception in play, lines, colors, shapes, and space.
- 6) Intrapersonal intelligence is related to using skills and perception in the field of enlightenment and socialization of oneself.
- 7) Interpersonal intelligence is related to using skills and perception in the field of fostering interaction using others.
- 8) Natural intelligence (naturalist) is related to using skills and perception in the field of natural herbs and the surrounding environment.
- 9) Spiritual intelligence is related to using skills and perception in the field of spiritual cooking.

The center is a center of learning activities or a learning resource center which is a vehicle that is deliberately designed to stimulate various aspects of early childhood development. Center learning and circle time try to stimulate children to play actively in game centers. Children are treated as autonomous subjects who liberally develop their abilities to the fullest. The teacher's duties are passive, namely limited to motivating, facilitating, accompanying, and providing a foothold [13]. Learning planning, as defined by Nana Sudjana, is the process of projecting what actions will be carried out in learning (PBM), specifically by coordinating (regulating and responding) to the components of learning. This is done so that the direction of the activity (objectives), the material (content), the method of delivering the activity (methods and techniques), and how to measure it (evaluation) become clear and systematic. The implementation of education cannot take place quickly without planning.

B. Implementation and Steps to Apply the Center Learning Model

The implementation of centers in kindergarten institutions is carried out by the curriculum policy developed by each institution. Aisyiyah 4 Pondok Jati Kindergarten carries out centerbased learning. Based on observations, the results obtained are as follows:

1. Beam Center :

a. The foothold of the Main Environment:

Based on the results of observations, the teachers at Aisyiyah 4 Pondok Jati Kindergarten have prepared or arranged play materials according to the center that is open, and adjusted to the number of children, so that the play equipment used can be sufficient.

b. Initial Activities:

In the initial activity, the teacher conducted a soup to welcome the children, marched, read the pledge, and prayed together in the hall, conveyed the day, date, month, and year, conveyed the theme of the activity, and conveyed the division of the center group.

c. Circle Time :

In the circle time activity, the teacher starts the class by praying, singing, asking how things are doing, memorizing short surahs, giving selected hadiths, and making a recitation deposit.

d. Meal And Playtime :

In this activity, children take a break to eat lunch by lining up to wash their hands before eating, prepare provisions, pray before eating, eat provisions, and read prayers after eating.

e. Core Activities:

○ Footing Before Playing :

The teacher told about the theme that will be discussed, namely "The Beauty of Tlocor Marine Tourism", rewrote the words mentioned in the theme to the blackboard, and conveyed the rules of the game including:

1. Can't scramble
2. Pick up toys only when you need them
3. Return to where it came from
4. Must queue

○ Footing While Playing :

The teacher gives several play densities, among others:

1. Assemble a ship from a beam
2. Coloring pictures of ships

○ Footing After Playing:

When the playtime has run out, the teacher tells the child that it is time to clean up the toys he uses. If everything is neat, teachers welcome children to sit in circles (recalling) where the teacher evaluates and invites the students to tell the results of their work in front of the class/in front of their friends.

f. Final Activities:

Invite children to sing songs together, pray before going home, and close the activity with greetings. Not forgetting the teacher to convey the activities of the next day and convey a message when they arrive home to wash their hands and change clothes.

2. Preparation Center:

a. The foothold of the Main Environment:

Based on the results of observations, the teachers at Aisyiyah 4 Pondok Jati Kindergarten have prepared or arranged play materials according to the center that is open, and adjusted to the number of children, so that the play equipment used can be sufficient.

b. Initial Activities:

In the initial activity, the teacher conducted a soup to welcome the children, marched, read the pledge, and prayed together in the hall, conveyed the day, date, month, and year, conveyed the theme of the activity, and conveyed the division of the center group.

c. Circle Time :

In the circle time activity, the teacher starts the class by praying, singing, asking how things are doing, memorizing short surahs, giving selected hadiths, and making a recitation deposit.

d. Meal And Playtime :

In this activity, children take a break to eat lunch by lining up to wash their hands before eating, prepare provisions, pray before eating, eat provisions, and read prayers after eating.

e. Core Activities:

○ Footing Before Playing :

The teacher told about the theme that will be discussed, namely "The Beauty of Tlocor Marine Tourism", rewrote the words mentioned in the theme to the blackboard, and conveyed the rules of the game including:

1. Can't scramble
2. Pick up toys only when you need them
3. Return to where it came from
4. Must queue

○ Footing While Playing :

The teacher gives several play densities, among others:

1. Meronce from bead beads
2. Writing words
3. Composing words
4. Drawing
5. Counting

○ Footing After Playing:

When the playtime has run out, the teacher tells the child that it is time to clean up the toys he uses. If everything is neat, teachers welcome children to sit in circles (recalling) where the teacher evaluates and invites the students to tell the results of their work in front of the class/in front of their friends.

f. Final Activity:

Invite children to sing songs together, pray before going home, and close the activity with greetings. Not forgetting the teacher to convey the activities of the next day and convey a message when they arrive home to wash their hands and change clothes.

3. Natural Material Center:

a. The foothold of the Main Environment:

Based on the results of observations, the teachers at Aisyiyah 4 Pondok Jati Kindergarten have prepared or arranged play materials according to the center that is open, and adjusted to the number of children, so that the play equipment used can be sufficient.

b. Initial Activities:

In the initial activity, the teacher conducted a soup to welcome the children, marched, read the pledge, and prayed together in the hall, conveyed the day, date, month, and year, conveyed the theme of the activity, and conveyed the division of the center group.

c. Circle Time :

In the circle time activity, the teacher starts the class by praying, singing, asking how things are going, memorizing short surahs, giving selected hadiths, and making a recitation deposit.

d. Meal And Playtime :

In this activity, children take a break to eat lunch by lining up to wash their hands before eating, prepare provisions, pray before eating, eat lunches, and read prayers after eating.

e. Core Activities:

○ Footing Before Playing :

The teacher told about the theme that will be discussed, namely "The Beauty of Tlocor Marine Tourism", rewriting the words mentioned in the theme to the board, and conveying the rules of the game including:

1. Can't scramble
2. Pick up toys only when you need them
3. Return to where it came from
4. Must queue

○ Footing While Playing :

The teacher gives several play densities, among others:

1. Kids get creative by making bridges from straws and ice cream sticks
2. Measuring into the ocean using a sewing gauge
3. Build Lego

○ Footing After Playing:

When the playtime has run out, the teacher tells the child that it is time to clean up the toys he uses. If everything is neat, teachers welcome children to sit in circles (recalling) where the teacher evaluates and invites the students to tell the results of their work in front of the class/in front of their friends.

f. Final Activity :

Invite children to sing songs together, pray before going home, and close the activity with greetings. Not forgetting the teacher to convey the activities of the next day and convey a message when they arrive home to wash their hands and change clothes.

4. Imtaq Center:

a. The foothold of the Main Environment:

Based on the results of observations, the teachers at Aisyiyah 4 Pondok Jati Kindergarten have prepared or arranged play materials according to the center that is open, and adjusted to the number of children, so that the play equipment used can be sufficient.

b. Initial Activities:

In the initial activity, the teacher conducted a soup to welcome the children, marched, read the pledge, and prayed together in the hall, conveyed the day, date, month, and year, conveyed the theme of the activity, and conveyed the division of the center group.

c. Circle Time :

In the circle time activity, the teacher starts the class by praying, singing, asking how things are going, memorizing short surahs, giving selected hadiths, and making a recitation deposit.

d. Meal And Playtime :

In this activity, children take a break to eat lunch by lining up to wash their hands before eating, prepare provisions, pray before eating, eat lunches, and read prayers after eating.

e. Core Activities:

○ Footing Before Playing :

The teacher told about the theme that will be discussed, namely "The Beauty of Tlocor Marine Tourism", rewriting the words mentioned in the theme to the board, and conveying the rules of the game including:

1. Can't scramble
2. Pick up toys only when you need them
3. Return to where it came from
4. Must queue

○ Footing While Playing :

The teacher gives several play densities, among others:

1. Write the word Tlocor Marine Tourism in Arabic
2. Recognize and draw various signs (such as no smoking, throwing garbage in its place, no swimming, no stopping)
3. Children are creative in making equipment that needs to be brought when visiting a marine tour from cardboard.
4. Meronce the letter hijaiyah becomes a word

○ Footing After Playing:

When the playtime has run out, the teacher tells the child that it is time to clean up the toys he uses. If everything is neat, teachers welcome children to sit in circles (recalling) where the teacher evaluates and invites the students to tell the results of their work in front of the class/in front of their friends.

f. Final Activities:

Invite children to sing songs together, pray before going home, and close the activity with greetings. Not forgetting the teacher to convey the activities of the next day and convey a message when they arrive home to wash their hands and change clothes.

5. Role Playing Center:

a. The foothold of the Main Environment:

Based on the results of observations, the teachers at Aisyiyah 4 Pondok Jati Kindergarten have prepared or arranged play materials according to the center that is open, and adjusted to the number of children, so that the play equipment used can be sufficient.

b. Initial Activities:

In the initial activity, the teacher conducted a soup to welcome the children, marched, read the pledge, and prayed together in the hall, conveyed the day, date, month, and year, conveyed the theme of the activity, and conveyed the division of the center group.

c. Circle Time :

In the circle time activity, the teacher starts the class by praying, singing, asking how things are doing, memorizing short surahs, giving selected hadiths, and making a recitation deposit.

d. Meal And Playtime :

In this activity, children take a break to eat lunch by lining up to wash their hands before eating, prepare provisions, pray before eating, eat lunches, and read prayers after eating.

e. Core Activities:

○ **Footing Before Playing :**

The teacher told about the theme that will be discussed, namely "The Beauty of Tlocor Marine Tourism", rewriting the words mentioned in the theme to the board, and conveying the rules of the game including:

1. Can't scramble
2. Pick up toys only when you need them
3. Return to where it came from
4. Must queue

○ **Footing While Playing :**

The teacher gives several play densities, among others:

1. The ticket guard counts visitors at Tlocor Marine Tourism
2. The delights of the food sold at Tlocor
3. The excitement of boat rides at Tlocor Marine Tourism
4. The excitement of fishing in Tlocor
5. Role-play as captain and passenger

○ **Footing After Playing:**

When the playtime has run out, the teacher tells the child that it is time to clean up the toys he uses. If everything is neat, teachers welcome children to sit in circles (recalling) where the teacher evaluates and invites the students to tell the results of their work in front of the class/in front of their friends.

f. Final Activities:

Invite children to sing songs together, pray before going home, and close the activity with greetings. Not forgetting the teacher to convey the activities of the next day and convey a message when they arrive home to wash their hands and change clothes.

IV. CONCLUSION

From the results of this study, we can conclude that Early Childhood Learning has several kinds of activities, one of which is a center, as applied at Aisyiyah 4 Pondok Jati Kindergarten

School. The implementation of center learning at Aisyiyah 4 Pondok Jati Kindergarten is carried out using 4 foothold steps. The 4 footings are, footing in the playing environment, footing before playing, footing while playing, and footing after playing. In this play environment, the hope is to create good and effective learning.

There are many learnings that we can see, starting from the children coming home. Such as teachers welcome children when they come to 3S (greetings, smiles, say hello), give children the freedom to play (circle time), and pray together until children enter the predetermined classroom when in a large circle. In the classroom, children are guided to recite and memorize according to the child's achievement level.

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