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Effectiveness of Using Center and Circle Methods to Increase Interest in Learning Early in Children

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Abstract

The purpose of this study was to determine the effectiveness of the Center and Circle method as an effort to increase interest in early childhood learning. The research subjects were children in KB TK Almutaqin Yogyakarta. The results showed that there were differences in interest in learning before and after getting the Center and Circle method. This is indicated by the results of the t=-4,735 and p=0,000 test (p<0,05). The average interest in learning for students before receiving treatment with the center and circle method was 1,667, while the average after receiving treatment with the center and circle method was 5,600. This confirms that the Sentra and Circle methods are effective in increasing children's interest in learning at KB Almutaqin Kindergarten, Sleman Yogyakarta.

Kata Kunci

minat belajar, metode sentra dan lingkaran, anak usia dini

Abstrak

Tujuan penelitian ini untuk mengetahui efektifitas metode Sentra dan Lingkaran sebagai pays meningkatkan minat belajar anak usia dini. Subyek penelitian adalah anak-anak di KB TK Almutaqin Yogyakarta. Hasil penelitian memperlihatkan bahwa terdapat perbedaan minat belajar sebelum dan sesudah mendapatkan metode Sentra dan Lingkaran. Hal ini ditunjukkan oleh hasil uji t=-4,735 dan p=0,000 (p<0,05). Rata-rata minat belajar untuk siswa sebelum mendapatkan perlakuan metode sentra dan lingkaran sebesar 1,667, sedangkan rata-rata setelah mendapatkan perlakuan metode sentra dan lingkaran sebesar 5,600. Hal tersebut menegaskan bahwa metode Sentra dan Lingkaran efektif untuk meningkatkan minat belajar anak di KB TK Almutaqin Sleman Yogyakarta.

A. Introduction

Services at the early childhood education level are a foothold in maximizing the potential development of children so that they can become responsible, independent, and creative adults covering all aspects of children's physiological, psychological, spiritual, and social growth and development. At this stage, children experience development that includes all aspects of the child's motor and psychomotor selves. All these aspects can be given a stimulus with various learning methods in the hope that the development of the child can run optimally. This condition is pursued through the provision of stimuli or stimuli that are adjusted to the child's growth stage as a condition to increase the potential of the individual so that later he can

achieve optimal development. Here the characteristics of children must be used as a foothold in providing learning stimuli so that children feel happy in the learning process (Tatik Ariyanti, 2012). In general, the purpose of early childhood education is a readiness to live and be able to adapt to the environment through the development of various potentials that exist in children (Sadikin, 2019).

Observations that researchers made in the field by interviewing educators at KB TK Almutaqin Yogyakarta that students seem to have a low interest in learning. The low interest in student learning can be seen from the observations of students who look unhappy when entering the school room, pay less attention to teacher explanations, do not follow existing rules, and do not answer when asked. The application of conventional learning in Almutaqin Kindergarten makes children feel bored and unmotivated to listen to every lesson that takes place. Students' low interest in learning cannot be ignored and requires immediate treatment. Furthermore (Mustajab et al., 2020) said that conventional education models in early childhood only provide traumatic experiences for children. Worse yet, children from an early age have lost the freedom to experiment, express, create, and export, so they will lose their enthusiasm for learning. Interest in learning is an individual's tendency to feel happy in doing something he likes (Arisanti & Subhan, 2018).

Furthermore (Akmal, 2020) explains that interest in learning can be measured through indicators, including joy, interest, involvement, and attention. These indicators can be interpreted as follows: (1) Early childhood joy indicators in learning are by visiting and entering the center according to the specified time or the child's willingness to move or move to another center; (2) The indicators of an early childhood interest in learning are paying attention to and listening to the teacher's explanations; (3) The indicator of early childhood involvement in learning is to follow the rules at the center; (4) The indicator of early childhood attention in learning is to answer questions during recall (final step). Various forms and learning models always start from student interest so that the conditions created can accommodate children's learning needs (Putro, 2022).

Learning that will be given in class should be structured based on the interests of students by considering the stages of child development. According to (Yanizon & Purba, 2017) all activities that encourage curiosity are capitalized in fun learning activities. How a teacher can conceptualize a learning activity is a good capital in fostering student interest in learning. The central learning model comes from the Creative Center For Childhood Research And Training (CCCRT) in Florida, United States, the inventor, and developer is Dr. Pamela Phelps. This learning model was first adopted by drg. Wismiarti aspires to be able to realize spiritually intelligent children without ignoring other intelligence (Ulya et al., 2019).

The approach with the center and circle learning model is one of the learning models that is often used in learning activities in early childhood education services. Beyond Centers and Circle Time or the "Setra and circle" method is a teaching and learning activity and playing with the teacher and students forming a circle, so that the teacher's position is at the level of the child's eyes. Center (centra), which means a center for children's play activities by focusing on play activities that are arranged and planned with a specific purpose. While Circle Time (when the circle) is an activity of teachers and children carried out to start and end activities (Lestari, 2015). In this method, children are stimulated to actively carry out play activities while learning in learning centers. All learning activities focus on children as the subject of

"learning", while educators play more of a role as motivators and facilitators by providing footholds. The steps given before and after children play are done in a circular sitting setting, so it is known as "circle time". Another foothold is the environmental footing (empowering the diversity of the playing environment) and the footing for each child (that no child is the same) that is carried out while the child is playing.

In this method, children are allowed to play actively and creatively in the available learning centers to develop themselves as optimally as possible according to their respective potentials and interests. By using the center method, children will be more interested in participating in learning because the center and circle method has many advantages, one of which is being a method used in learning. In this method, children are actively stimulated to carry out play activities while learning in learning centers. Footing is variable support that is adapted to the development achieved by the child which is provided as a basis for achieving higher development. In this strategy, all activities are assisted in developing themselves according to their talents and potential.

The BCCT model is a development of the Montessori, High Scope, and Reggio Emilia approaches. This approach aims to stimulate all aspects of children's intelligence. For intelligence to develop optimally, children's brains need to be stimulated to continue to think actively by exploring their own experiences not just copying or memorizing (Djuwita, 2018). In central learning, children try to share their opinions and repeat events according to their developmental stages. In this environment, children begin to be able to build their confidence and their learning abilities both in small group centers and large group centers. Children can work together with their friends by communicating and responding well (Prabandari & Fidesrinur, 2021).

The Beyond Centers and Circle Time (BCCT) method is a teaching and learning activity and playing with the teacher and students forming a circle so that the teacher's position is at the level of the child's eyes. Center (centra), which means a center for children's play activities by focusing on play activities that are arranged and planned with a specific purpose. While Circle Time (when the circle) is an activity of teachers and children carried out to start and end activities (Samad, 2016). In this method, children are stimulated to actively carry out play activities while learning in learning centers. All learning activities focus on children as the subject of "learning", while educators play more of a role as motivators and facilitators by providing footholds. The steps given before and after children play are done in a circular sitting setting, so it is known as "circle time". Another foothold is the environmental footing (empowering the diversity of the playing environment) and the footing for each child (that no child is the same) that is carried out while the child is playing. In this method, children are allowed to play actively and creatively in the available learning centers to develop themselves as optimally as possible according to their respective potentials and interests.

By using the center method, children will be more interested in participating in learning because the center and circle method has many advantages, one of which is being a method used in learning. In this method, children are actively stimulated to carry out play activities while learning in learning centers. Footing is variable support that is adapted to the development achieved by the child which is provided as a basis for achieving higher development. In this strategy, all activities are assisted in developing themselves according to their talents and potential. The central learning process includes structuring the playing

environment, welcoming children, opening play, transitions, and core activities in each group which include stepping before playing, stepping during play, stepping after playing, eating lunch together, and closing activities (Depdiknas, 2006).

This is following research conducted (Kirom, 2017) namely teachers need to make every student participate actively, their interests need to be increased, and then need to be guided to achieve certain goals. Therefore, the teaching skills of teachers will influence whether students can be interested in learning or not. Students who have positive perceptions will feel that the teacher has helped grow their interest in learning, but if students have negative perceptions it will be a reason for them not to be interested in learning. The Center and Circle method will later become a framework for PAUD interventions related to early childhood learning interests. Research on the effectiveness of the center and circle method to increase interest in learning in early childhood which will be carried out at KB TK Almutaqin Kwarasan, Sleman, Yogyakarta is feasible.

B. Methodology

This study uses a quantitative approach with an experimental quote in the form of One Group Pretest-Posttest Design, namely giving an initial test before being given treatment and a final test after being treated in the same group (Sugiyono, 2017). The data collection tool used in this study is observation, the results of which will be written by the researcher in an observation sheet (Behavioral Check). The subjects in this study were students aged 5 to 6 years who were registered at Almutaqin Kindergarten, Sleman Yogyakarta, which consisted of 15 students. Consisting of 4 boys and 11 girls.

The research steps are as follows: a). Research preparation begins with obtaining permits, and applying for permission to distribute a behavioral checklist for trials and research. b). Meetings with parents and observers, holding a meeting with parents and guardians to ask for permission from parents to take their children to the experimental process for 4 days, followed by a pre-test, the researcher explained how to fill out the behavioral checklist that would be used in the tryout, made the center and circle method module together with educators and PAUD managers, used as guidelines when conducting interventions, based on this concept the researchers designed a center and circle experiment.

c). Preparing for measuring instruments, research related to measuring instruments which includes the preparation of a behavior checklist that will be used in research tryouts. Behavior checklist interest in learning consists of 4 aspects, namely joy, interest, involvement, and attention. Furthermore, if the behavioral aspect of the checklist interest in learning appears, the symbol (v) will be given. d) Conducting a pre-test behavioral checklist, carried out before the experiment. The pre-test was held at TK Almutaqin Yogyakarta. The purpose of the pretest behavior checklist interest in learning is to determine the condition of interest in learning research subjects. The number of subjects who were subjected to the pre-test behavior checklist interest in learning was 15 people. The following behavior checklist table for research is as follows:

Interest in learning is measured by using a behavior checklist. Indicators of each aspect of interest in learning in this study are:

Table 1. Behavioral checklist

No	Aspect	Indicator	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
1	Aspect of joy	Children visit PAUD according to the specified time															
		Children are happy when they enter preschool															
2	Aspects of interest	Children are interested in listening to the teacher's explanation															
		Children want to follow what the teacher instructs															
3	Engagement aspect	Children follow the rules in PAUD															
		Children clean up toys after they finish playing															
4	Attention aspect	Children answer questions when asked															
		Children want to follow until the end of the lesson															

Data analysis, as for the analysis used in this study paired t-test with the SPSS program. Before data analysis, the data normality test was carried out with the one-sample Kolmogorov-Smirnov test. Sugiyono (2009) explains that if the significant value is >0.005 (x=5%) then the data is normally distributed. If the data is normally distributed, the analysis used in this study paired t-test is used to determine the average value before treatment and after treatment so that it can be seen whether or not there is an increase in student interest in learning. The data collected is in the form of the first test score (pre-test) and the value after being treated in the

form of the center and circle method (post-test). The purpose of this test is to compare two values by asking questions about whether there is a significant difference between the two values. The test of difference in value is only carried out on the average of the two values, and for this purpose, the t-test (t-test) is used. The steps for analyzing experimental data using the pre-test posttest design model are a) to find the average initial value (pre-test). b) find the average final score (post-test). c) calculate the t-test. Before the data obtained were analyzed, the researchers conducted a validity and reliability test when the pre-test was carried out. Calculations to test the validity and reliability were carried out with the SPSS 16 for the windows program facility.

C. Results and Discussion

The following is a description of the characteristics of the research subjects who received the Center and Circle method treatment.

Table 2. Description of Research Subjects Who Get Treatment Center and Circle Method

No	Faktor	Category	N	Presentase
1	Gender	a. Woman	11	73,33%
		b. Man	4	26,67%
2	Child Order	a. First	1	6,67%
		b. Second	8	53,33%
		c. Third	4	26,67%
		d. Fourth	2	13,33%
3	Father's Job	a. Government	4	26,67%
		b. Self-employed	3	20,00%
		c. Trader	2	13,33%
		d. Employee	5	33,33%\
		e. Farmer	-	-
		f. Housewife	1	6,67%
		g. Etc	-	
4	Mother's Job	a. Government	2	13,33%
		b. Self-employed	3	20.00%
		c. Trader	1	6,67%
		d. Employee	8	53,33%
		e. Farmer	-	
		f. Housewife	1	6,67%
		g. Etc	-	-

Primary Data Source Processed, 2022

Result

Based on the results of data collection, it is known that the characteristics of the subjects who received the Setra and circle methods were 15 people. There were 11 female subjects (73.33%). While the male sex as many as four people (26.67%). The subjects who are the first child are one person (6.67%), the second child is eight people (53.33%), the third child is four

people (26.67%), and the fourth child is two people (13.33 %). The father of the subject is the majority of employees as many as four people (26.67%), who work partly as civil servants many as three people (20%), entrepreneurs as many as two people (13.33%), traders as many as five people (33.33%), and one farmer (6.67%). The mother of the majority of the subjects were employees, namely two people (13.33%), who worked as civil servants as many as three people (20%). There are one entrepreneur (6.67%), eight traders (53.33%), and one housewife (6.67%).

The results of the validity and reliability tests before the data was obtained were analyzed with the results of the total item correlation coefficient moving between 0.478 to 0.946 with an alpha reliability coefficient of 0.785. So that the data to be used is valid and reliable. The results of the normality test for the distribution of interest in learning subjects pretest normal distribution, is indicated by the value of K-SZ = 1.587 with p = 0.130 (p> 0.05) while for subjects' interest in learning post-test normal distribution, this is indicated by the value of K-KZ = 0.711 with p=0.692 (p>0.05). The normality test carried out in this study shows a normal distribution, which means that this study is representative or can represent the existing population. The results of the categorization analysis of research subjects' interest in learning before getting the Center and Circle Method are as follows:

Table 3. Categorization of Study Interests of Prior Research Subjects Getting the Center and Circle Method.

Kategorisasi	**Skor**	**Incubator Group**	
		F	%
Tall	6,33-8	2	13,33%
Currently	2,67-5,33	3	20,00%
Low	0<2,67	10	66,67%
Total		15	100

The results of the analysis that the categorization of the subject's interest in learning before getting treatment with the Center and Circle method was low as indicated by as many as two people (13.33%) who were in the category of high learning interest. The subjects in the medium category were three people (20.00%), while those in the low category were 10 people (66.67%). The results of the analysis of subject categories after receiving treatment with the Center and Circle Method are as follows:

Table 4. Categorization of Study Interests of Research Subjects After Getting the Center and Circle Method

Kategorisasi	**Skor**	**Incubator Group**	
		F	%
Tall	6,33-8	9	60,00%
Curentlly	2,67-5,33	4	26,67%
Low	0-2,67	2	13,33%
Total		15	100

The results of the analysis in table 3 that the categorization of interest in learning subjects after receiving treatment with the Center and Circle method are as many as two people (13.33%) who fall into the categorization of low interest in learning. The subjects in the medium category were four people (26.67%), while those in the high category were nine people

(60.00%). Based on the description above, it can be concluded that after receiving treatment with the Center and Circle method, the subject category changed from low learning interest to high learning interest. This can be seen from the category of the majority of subjects before getting treatment, subjects who have a high interest in learning are only 13.33%, while after getting the Setra and Circle methods the majority are in the high category, namely 60.00%. The results of the analysis of hypothetical scores and empirical scores of research subjects were based on computerized calculations using the SPSS program.

Table 5. Hypothetical Scores and Empirical Scores of Research Subjects

Variable	Skor Hipotetik				Skor Empiric			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Interest learn	0	8	1,667	2,554	2	8	5,600	2,028

The results of descriptive analysis of the data obtained that the empirical mean value (5,600) is higher than the theoretical mean (1,667). This shows that the average value of the research subjects in the empirical group is higher than the theoretical average value, which means that the research subjects in general have a high interest in learning. The results of the t-test comparison test showed that the existing t-test showed that p = 0.000 (p <0.05). This means that there is a very significant difference between students who use the Setra and Circle method treatment and those who do not get the Center and Circle method treatment. Average results can be compared. The average interest in learning for students before receiving the Center and Circle Method treatment was 1,667, while for students after receiving the Center and Circle Method treatment it was 5,600. These results indicate that there is a very significant mean difference. The average increase after getting treatment was 3.933.

Table 6. Average Pretest and Posttest Students' Interest in Learning Before Getting Setra Method Treatment

T-test	*Pretest*	*Posttest*
N	15	15
Mean	1,667	5,600

Table 7. Analysis Results of Uji T Paired Sample Test

	Paired Differences					t
	Mean	Std.Deviation	Std.Error Mean	95%Confidence Interval of the Difference		
Pair 1 before-after	-3.93333	3.21751	.83076	-5.71513	-2.15153	-4.735

Pair before-after	df	Sig. (2-tailed)
	14	.000

The results of the t-test obtained t=-4,735 with p=0,000. Based on the description above, it can be concluded that there is an increase in students' interest in learning after getting the

Setra and Circle method before getting the Setra and Circle method. This is by research conducted by Andriyani (2008) using a pre-experimental research design with a one-shot case study type of research. The results of this study indicate that the application of the Center and Circle strategy can increase students' interest in visiting the center, following the rules, and doing assignments and final steps.

The results of the data analysis showed that the average student's interest in learning after receiving the Setra and Circle method treatment was higher than the average student before receiving the Center and Circle method treatment. The mean of interest in learning for students before receiving treatment with the Center and Circle method is 1,667 while for students after receiving treatment with the Center and Circle method it is 5,600. Subjects before receiving treatment with the Center and Circle methods that were included in the category of high learning interest were 13.33%. After receiving treatment with the Center and Circle method, interest in learning subjects in the high category increased by 60.00%. Increased student interest in learning is evident when students take lessons in class using the Center and Circle method. Students looked excited when there was an activity on the first day, namely the activity of making a school with blocks of the preferred color. The forms of schools made by students are also diverse and even many students after finishing can imagine by telling the conditions of the school they have successfully built.

On the second day, the spirit of the students was seen in the way the students performed ablution. Although many students enjoy playing with water while performing ablution, students seem to be listening quite seriously when the teacher practices the correct way of performing ablution. When asked to pray, students also seem to be scrambling to be in the front row. The activities on the third day also showed the students' enthusiasm when singing. On the fourth day, the students' enthusiasm was seen when they fought over the pictures provided. Children diligently give colors with crayons they like. The results of this study are in line with the opinion (Qomariah, 2018) which explains that increasing interest in learning, it can be done using the Center and Circle method to provide comfort to students and the presentation is very attentive to the psyche of early childhood so that it is presented in a pleasant atmosphere.

The research conducted (Sary et al., 2015) used a pre-experimental research design with a one-shot case study type of research. The results of this study indicate that the application of the Center and Circle strategy can increase students' interest in visiting the center, following the rules, and doing assignments and final steps. Meanwhile, research conducted (Novitasari, 2018) shows that the success rate of students in writing at the Preparation Center for five consecutive weeks has increased, after using the Center and Circle method. Research conducted by Oktaria, R. (2014), states that the implementation of learning using the BCCT approach is very effective.

Birch da Ladd (1997) further explained that to facilitate children to have sufficient playing opportunities, early childhood education was developed using the Center and Circle method which was adopted from the BBCT (Beyond Center and Circle Time) method. In this method, learning is divided into centers. One of the existing centers in the preparation center. This center is a "workshop" for children to optimize literacy skills in children from an early age. The role of educators in the Sentra and Circle method is more as a motivator and facilitator by providing footholds. The footing given before and after playing is done in a circular sitting setting (often called “When the Circle”. Other steps that are facilitated by educators are the

environmental footing (settings and environmental diversity) and the footing for each child that is carried out while the child is playing. In this approach, the child is required to play actively and creatively in the available learning centers to develop themselves as optimally as possible according to the potential and interests of each child.

From the results of research (Yadnyawati, 2019) that the BCCT learning method by educators can make children independent. In addition, the BCCT learning method has the following advantages: it is flexible, guides creative educators, makes children independent, and is suitable for early childhood learning. The center and circle method stimulates children to actively carry out play activities while learning in learning centers. There are seven main centers, namely: Setra Imfak (faith and piety). Beam Center, Preparation Center, Role Playing Center, Music Center and Body Center, Natural and Liquid Materials Center, Arts and Creativity Center. All centers can be established in PAUD as long as there are adequate facilities and teachers who implement them well. In the research conducted that researchers only used four treatment centers that could be applied to research subjects.

Based on the results of observations made by researchers, it can be seen that the joy aspect of all subjects obtained a score of 23, the interesting aspect scored 21, while the involvement and attention aspects each had a total score of 22. This means that the joy aspect is the most dominant in interest. learning can be increased by using the Center and Circle method. This can be caused because PAUD students are early childhood so they have not thought about many life problems so they feel happy when asked to gather together with friends of their age.

D. Conclusion

The conclusion of this study shows that the average interest in learning for students before getting treatment with the Center and Circle method is 1.667. The category of high subject interest in learning before receiving treatment was only 13.33%. For students after receiving treatment with the center and circle method, the mean increased to 5,600. After getting the Center and Circle methods, the majority are in the high category, namely 60.00%. These results indicate that there is a very significant difference in the mean with values of t=-4,735 and p=0,000 (p<0,001). This condition means that the treatment of the Center and Circle methods is effective in increasing student interest in learning. It is hoped that TK Almutaqin Sleman Yogyakarta can continue to strive to increase student interest in learning by prioritizing the treatment of the Center and Circle method.

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