

The Influence *Beyond Center and Circle Time Method* on Learning Discipline in Children Aged 5-6 Years Through Family Role Playing Centers in RA. Kesuma Elkaemde Namorambe

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abstract . This study aims to determine how much influence the beyond center circle time method has on learning discipline in children aged 5-6 years through the family role playing center at RA Kesuma Elkaemde Namorambe. This type of research is quantitative research (experimental) with a pre-experimental design, namely one group pretest-posttest. Collecting data using non-test, namely structured observation. The research sampling technique was purposive sampling, namely the sample in this study were children aged 5-6 years in group B, totaling 16 people consisting of 9 boys and 7 girls. The data analysis technique is descriptive analysis. The results of the research show that there is a significant effect of the beyond center and circle time method on the learning discipline of children aged 5-6 years. This is in accordance with the results of the hypothesis test $T_{count} > T_{table}$ ($4.009 > 1.753$) H_0 is rejected and H_a is accepted. That is, it can be concluded that there is a significant effect of the beyond center and circle time method on children's learning discipline in playing family roles.

Keywords : *Beyond Center And Circle Time, Learning Discipline, 5-6 Years Old Children*

I. INTRODUCTION

Discipline is an action that is able to describe orderly and obedient personal behavior in accordance with rules and regulations. Based on *Webster's new world Dictionary* in the book (NovanArdyWiyani, M.Pd.i, 2013) Discipline is an exercise in self-control, character and circumstances in an orderly and efficient manner . The discipline level of children aged 5-6 years should be at the stage where children are able to listen when other people talk, children can admit mistakes by apologizing, children are cooperative with friends, children can return objects to their original place.

Beyond Center And Circle Time method is a method or approach in organizing early childhood education and is a combination of theory and practical experience (Khadijah, 2016: 68) . So that *beyond center and circle time* interpreted as a center approach and learning circle center where teachers are required to bring the real world into the classroom and encourage students to make a connection through the knowledge they have and apply it to the daily lives of students.

It is better if in the teaching and learning process the teacher uses varied and interesting methods so as to create an atmosphere of fun learning activities for children. One of them is by using the *Beyond Center And Circle Time method* which has been widely used in various provinces in Indonesia. The center and circle method is a learning method in early childhood education that emphasizes the concept of playing for children, so that their growth and development are optimal. Defines that *Beyond Center And Circle Time* is an approach in organizing early childhood education and is a combination

Some children have not developed very well or are classified as low in the discipline of children's learning in class. It can be seen that there are 16 children in group B, there are 7 children who are only able to listen when other people talk, 4 children can admit mistakes in apologizing, 3 children can be cooperative with friends, and 2 children can return objects to their original places. This happens because some children have not been able to listen when other people are talking , children have not been able to admit mistakes by apologizing, children have not been able to cooperate with friends, children have not been able to return things to their original place. Another problem encountered in the field is the lack of learning methods used by teachers in the teaching and learning process. On the basis of the series of problems mentioned above, the authors are interested and willing to conduct a study entitled "The Effect of the *Beyond Center And Circle Time Method* on Learning Discipline in Children Aged 5-6 Years Through Family Role Playing Centers at RA Kesuma Elkaemde Namorambe.

The *beyond center and circle time method* for learning discipline in children aged 5-6 years through family role playing centers has been carried out by researchers at RA Kesuma Elkaemde Namorambe. Shows that most children develop very well. It can be seen that 6 children are developing as expected and 10 children are developing very well in listening when other people talk, 7 children are developing according to expectations and 9 children are developing very well in admitting mistakes by apologizing, 8 children are developing as expected and 8 children are developing very well in being cooperative with friends, 9 children developed as expected and 7 children developed very well in returning objects to their original places. So it can be concluded that the use of the *beyond center and circle time method* for discipline in learning in children aged 5-6 years through

the family role playing center at RA Kesuma Elkaemde Namu Rambe. Researchers can formulate research problems as follows: Is there any influence of the Beyond Center And Circle Time method on learning discipline in children aged 5-6 years through family role playing centers at RA Kesuma Elkaemde Namu Rambe. The goal to be achieved from this research is to find out how much influence the Beyond Center And Circle Time method has on learning discipline in children aged 5-6 years through the family role playing center at RA Kesuma Elkaemde Namu Rambe.

II. METHODS

The type of research used in this study is quantitative research (experimental), namely research that aims to determine the effect of something or the use of the *Beyond Center And Circle Time method* imposed on subjects/children aged 5-6 years.

In this study, the study population was the entire group of children aged 5-6 years at RA Kesuma Elkaemde Namu Rambe, totaling 36 people.

The sample in this study were children aged 5-6 years in group B, totaling 16 children consisting of 9 boys and 7 girls.

The indicators of this study based on the variables above are the scores obtained based on the results of observations of learning discipline using the *Beyond Center And Circle Time method* taken from Permendikbud 137 of 2014, namely listening when other people talk, admitting mistakes by apologizing, being cooperative with friends, and put things back in their place. This research was conducted at RA Kesuma Elkaemde Namu Rambe. When this research was conducted by researchers in semester 2 of June 2022.

In the observation process, the observation (observer) only gives a sign (✓) on the observation guide containing a list of types of activities or behavior that may arise and will be observed. In the observation process, the observation (observer) only gives a checklist (✓) on the scores obtained through the observation guidelines that have been prepared. Based on the results of observations made, data can be obtained about the discipline of children's learning through the use of the *Beyond Center And Circle Time method*.

III. RESULTS AND DISCUSSION

design in this study was a *pre - experimental design*, with the form of *one group pretest - posttest design*. Data analysis to determine children's learning discipline is done quantitatively. Discipline in children's learning can be seen from the results of observations before being given the project method treatment (pretest) and after being given the project method treatment (posttest).

Normality test

The normality test aims to determine the distribution of data in each group. The results of the normality test show whether the data for each group is normally distributed. Testing the normality of the data in the study used the Lil Liefors method. The Liliefors method is used when the sample size (n) is more than 30. To find out the conditions under study, a data normality test is performed, namely the Liliefors test as follows:

Table 1 Summary of the Data Normality Test with the Lil Liefors Test

No	Data	L _{count}	L _{table}	Conclusion
1	Pretest	0.145	0.231	NORMAL
2	Posttest	0.148	0.231	

Source: Processed by Researchers, 2022

Based on Table VI I, it is known that the pretest data $L_{count} < L_{table}$ (0.145 < 0.213) and the posttest data $L_{count} < L_{table}$ (0.148 < 0.231). This shows that the two groups of data are normally distributed.

Hypothesis testing

After the data meets the normality requirements, the hypothesis is tested using the t-test statistic on the data obtained through observation for the pretest and posttest data. The results of this t-test are obtained in the following table:

Table 2 Hypothesis Test Results with t-test

No	Data	Average value	T _{count}	T _{table}	Information
1.	Pretest	5,6	4,009	1,753	There is a significant influence
2.	Posttest	14,1			

Source: Processed by Researchers, 2022

From the calculation results obtained from the calculation results it can be seen that $T_{\text{count}} = 1.889$ and because $dk = 15$ with a confidence level of $\alpha = 0.05$, then $T_{\text{table}} = 1.753$. Then $T_{\text{count}} > T_{\text{table}}$ ($4.009 > 1.753$) means that H_0 is rejected and H_a is accepted, that is, there is a significant influence of the *beyond center and circle time method* on the learning discipline of children aged 5-6 years at RA Kesuma Elkaemde NamoRambe.

From the results of observational calculations for data before being given the *beyond center and circle time (pretest) method*, the average is 5.6, meaning that the learning discipline of children aged 5-6 years has not improved well. This is because there are still children who have not been able to listen when other people tell stories, have not been able to admit mistakes by apologizing, have not been able to return things to their original place. The calculation results for the data after being given the *beyond center and circle time method (posttest)* average 14.1, meaning that learning discipline has improved well. This is that the use of the *beyond center and circle time method* can improve the discipline of learning in children aged 5-6 years because children can listen when other people talk, can admit mistakes by apologizing, can be cooperative with friends, children can return things to their original place. Judging from the description of the data when compared to the two groups there is a difference between the *pretest* and *posttest*.

This is caused by the *beyond center and circle time method* children will get used to learning discipline, so that it will increase the discipline of learning in children. Application of the *beyond center and circle time method* What's interesting is the 5-6 year old acoustic part, because when a child sees what the teacher is playing, it is a very valuable experience for the child. This is in accordance with the opinion of the Ministry of National Education, (2008 : 54) "the concept of learning where the teacher brings the real world into the classroom and encourages students to make connections between the knowledge they have and its application in everyday life".

In addition, children can listen when other people talk, children can admit mistakes by apologizing, children can cooperate with friends, and children can return objects to their original place. So that children will be more stimulated through the application of the *beyond center and circle time method* in learning. The results of applying the *beyond center and circle time method* in learning after being given the *beyond center and circle time method* greatly affect the discipline of children's learning. This can be seen from the increasing discipline of children's learning after being given the *beyond center and circle time method* compared before being given the method *beyond center and circle time*.

IV. CONCLUSIONS

Based on the results of the research that has been done, it can be concluded that:

1. The application of the beyond center and circle time method for discipline in learning for children aged 5-6 years can be maximized because it is supported by real media.
2. There is a significant influence of the beyond center and circle time method on the learning discipline of children aged 5-6 years at RA Kesuma Elkaemde Namo Rambe. This is in accordance with the results of the hypothesis test $T_{\text{count}} > T_{\text{table}}$ ($4.009 > 1.753$), H_0 is rejected and H_a is accepted. That is, it can be concluded that there is a significant effect of the beyond center and circle time method on children's learning discipline in playing family roles.

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