

CHAPTER I

INTRODUCTION

A. Background

Education is an investment of human resource for the development that is not less important with the investment in other field. Through education, a person can actualize all his potentials and then becomes the productive economic commuters. Considering the importance of education as the investment, the world education forum has been decided about the expansion and improvement of the early childhood education comprehensively, especially for them who are helpless and have no luck.

Preschool period is an important and critical period in human life. Each aspect of their growth whether physical, mental, social and personality must be handled properly. Therefore, to get the optimal growth which is suitable with the stages of the child growth needs to be done several methods formally and informally so it can support the growth needed by the children based on their stage of growth.

The effort to develop all children potential must be done from the early age, so their growth and development can be achieved optimally. This is suitable with the right of children as stipulated in the Law No. 23 of 2003 about the child protection which states that every child has the right to live, grow, develop and participate appropriately based on the human dignity and

values, and get protection from violence and discrimination (Mansur, 2007: 18).

Early Children Education Program is one right step to develop children potential to become a responsible adult, independent, and creative in the future. Early children education activity can be held formally (Play Group, Kindergarten, and Elementary School) and informally (family, place of worship), Dariyo (as cited by Chofifah, 2008: 24).

The reality shows that the implementation of Early Childhood Education does not refer to child development stages. Generally, its implementation is focused on the academic skill improvement, both in memorizing and literacy, which the process often ignores the child development stages. The use of Beyond Center and Circle Time approach is adopted from Creative Center for Childhood Research and Training (CCCRT) located in Florida, United States to improve the implementation of Early Childhood Education (Suprpto, 2010: 20).

The same was conveyed by the Ministry of Education (as cited by Anonymous, 2005: 5) that one of early childhood education that develop the child's growth that train the social and cognitive development by using a method called BCCT (Beyond Centre and Circle Time or as the center method).

The center method is a learning that uses the centralized principles, focus, in a little circle, aims to build the whole child's potential, so the brain, body, and attitude can function positively and optimally (Rani, 2011: 2).

Learning is done by applying the circle concept and playing center. BCCT method or always called *Senling* (Circle and Center time) is a method which is used to train the child's growth using a playing method (Anonymous, 2008: 7).

This method needs an appropriate approach to optimize all children potential especially to unless their intelligence. The curriculum used is based on the assumption that children learn by playing several things and people surrounding them (environment), (Anonymous, 2008: 10)

Several studies have shown that the center learning gives a positive impact for the early childhood education activities. Veronica (2008: 6) states that center learning makes students to be active in the learning activities and have a high motivation.

Early Childhood Education Bunga Bangsa Semarang is one of the early childhood institution that has the most students, and repeatedly becomes the winner, either in the district or city level. Various learning approaches carried out in this institution. One of it is Beyond Center and Circle Time. But in practice, there are still many obstacles such as not all teachers master the approach.

From the above description, this study will assess more clearly about the management of Beyond Center and Circle time learning in the Early Childhood Education of Bunga Bangsa, Semarang.

B. Research Focus

Based on the above background, this research has a focus on *How is The Management of Center Learning at Early Childhood Bunga Bangsa Semarang?* The focus is elaborated into three sub focuses.

1. How is students' learning activity in the center at Early Childhood Bunga Bangsa Semarang?
2. How is the teaching activity of teacher in the center at Early Childhood Bunga Bangsa Semarang?
3. How is the classroom setting in the center at Early Childhood Bunga Bangsa Semarang?

C. Research Objectives

The purposes of this study are as follows.

1. To describe students' learning activity in the center at Early Childhood Bunga Bangsa Semarang.
2. To describe the teaching activity of teacher in the center at Early Childhood Bunga Bangsa Semarang.
3. To describe the classroom setting in the center at Early Childhood Bunga Bangsa Semarang.

D. Research Benefit

This study is expected to be useful both theoretically and practice.

1. Theoretical Benefit

This research finding is expected to be useful in developing of learning strategy for Early Childhood education.

2. Practical Benefit

- a. To give a description or information about the important of optimizing children growth through a learning method with Center approach.
- b. Giving a description or information about the important of learning process of early childhood based on the age and growth steps of the children.
- c. Giving information to teacher about the steps of application the center approach in facilitating children to play with learning and learn with playing.
- d. As the consideration to do further research.

E. Glossary

1. Early childhood education, an activity that is done consciously and responsibly to create an educative interaction for early childhood of 0-8 years old and give the possibility of the development of several competencies to be more optimal.
2. Beyond Center and Circle Time approach is an approach of the implementation of Early Childhood Education, where the focus of learning

process is on playing and when children in the circle using four scaffolding to support children development, namely (1) environment, (2) before playing, (3) during playing, and (4) after playing.

3. Linguistic intelligence is the ability to think through the words, using language to express and interpret the complex meaning.