

CHAPTER I

INTRODUCTION

A. Research Context

The development of knowledge and technology affects the pattern of educational development, including in the development of young learners education (PAUD). The development of community knowledge and culture indicates that PAUD cannot be carried out solely based on hereditary habits. Young learners has the right to receive care and education services according to the stage of their developmental age.¹ While according to Vygotsky in Pamela R. Cook that very first days of the child's development, his activities acquire a meaning of their own in a system of social behaviour and, being directed towards a definite purpose, are frequently refracted through the prism of the child's development. This complex human structure is the product of a developmental process.²

Since the early 2000s, Indonesia has taken a number of steps to prioritize young learners development (PAUD) starting from the inclusion of PAUD in the National Education System Law No. 20 of 2003 until the Presidential Declaration on Holistic and Integrated and the launch of the country's first PAUD Census in 2011. This policy milestone has occurred in parallel with continued progress on the outcomes included in the Millennium Development

¹Direktorat Jenderal Guru dan Tenaga Kependidikan Kementerian Pendidikan dan Kebudayaan RI, *Konsep Dasar PAUD* (Jakarta: Kementerian Pendidikan Dan Kebudayaan RI, 2019), 4.

²Pamela R. Cook, *Guide to Early Childhood Education* (Newcastle: Cambridge Scholars Publishing, 2016), 6.

Goals, for problems including child malnutrition, child mortality, and universal primary education. Additional progress could be made by further strengthening PAUD policies.³

Young learners education is a service provided to children as early as possible from the time the child is born into this world until approximately six-eight years of age. Education at these times is something that is important to get the attention of all parties who are responsible for the growth and development of children, especially parents and or other adults who are close to the child.⁴

Young learners education basically includes all efforts and actions taken by educators in the process of caring for, nurturing and educating children by creating an aura and environment where children can explore experiences that provide opportunities for them to understand the learning experiences they get. From the environment, imitating and experimenting which takes place repeatedly and involves the potentials and children intelligence.⁵

Learning in PAUD is designed by considering the current stage of development and level of achievement of students, according to learning needs, and reflects various characteristics and developments so that learning becomes meaningful and fun.

Meanwhile, language intelligence in children is related to the ability to manage words. The language developed includes four kinds of skills, namely

³Amina Denboba dkk, *Early Childhood Education and Development in Indonesia* (Washington: World Bank Group, 2015), xv.

⁴Yuliani Nurani Sujiono, *Konsep Dasar Pendidikan Anak Usia Dini* (Jakarta: Indeks, 2013), 2.

⁵Tim GTK Dikdas, *Modul Belajar Mandiri Calon Guru* (Jakarta: Direktorat GTK Pendidikan Dasar, 2021), 10–11.

reading, writing, speaking and listening. When talking about language development, the teacher arranges learning activities that develop these four kinds of skills.⁶

In addition, playing activities are also a way for children to develop their language skills. When playing, children feel very comfortable and without the burden of practicing using their abilities. Sometimes, children talk to themselves with their toys. No need to be banned, because this is a form of practice in using language. Likewise when the child draws and talks with the picture.⁷

Children are not adults in small sizes. Therefore, children must be treated according to their developmental stages. It's just that, in everyday educational practice, this is not always the case. Many examples show how parents and society in general treat children not according to their developmental level. In the family, parents often impose their will according to their will, at school teachers often apply pressure that is not in accordance with the child's developmental stage, in various print/electronic media this pressure is even more unlimited, even tends to be extreme.

Observing the development of children and the need for learning in early childhood, it appears that there are two things that need to be considered in early childhood education, namely educational materials and educational methods used. In short, it can be said that the educational materials and methodologies used in the context of early childhood education must really pay attention to their

⁶Ika Budi Maryatun, *Pengembangan Program Pendidikan Anak Usia Dini* (Jakarta: Universitas Negeri Yogyakarta, 2010), 38.

⁷Alzena Masykour, *Mengasah Kemampuan Berbahasa Di Usia 4-6 Tahun* (Jakarta: Direktorat Pembinaan Pendidikan Anak Usia Dini, 2011), 9.

level of development. Paying attention to the level of development means considering their developmental tasks, because each developmental period also carries out certain developmental tasks.⁸

Responding to the development of young learners, it is necessary to have an educational program designed according to the level of child development. This needs to be returned to the classroom as an arena for playing, singing, moving freely, we make the classroom a creative arena for children and make them feel at home and psychologically comfortable.

Meanwhile, the basic concept of the center and circle method or beyond centers and circles time in early childhood education is considered suitable for Indonesia's very diverse conditions. This beyond centers and circles time method creates a learning setting to stimulate children to be active.

The learning model beyond centers and circles time is “a method in the implementation of young learners Education which is the development of the Montessori method, High Scope, and other theories. So if young learners Education uses this concept, it will enhance the existing method”.⁹

Meanwhile, language can be interpreted as a tool to convey something that comes to mind. However, furthermore, language is a tool for interacting or a tool for communicating, in the sense of a tool for conveying thoughts, ideas, concepts or feelings. In sociolinguistic studies, language is defined as a symbol system, in the form of sound, arbitrary, productive, dynamic, diverse and human. Language

⁸ Observasi metode beyond centers and circles time dalam mengembangkan kemampuan bahasa inggris pada anak TKAl-Mukrimi Talang Saronggi Sumenep, 29 Maret 2022. Jam 09.00 WIB

⁹Depdiknas, *Pemahaman Konsep Beyod Center and Circle Time Dalam Pendidikan Anak Usia Dini* (Jawa Timur: Depdiknas, 2018), 1.

is a system, that is, language is formed by a number of components that are patterned regularly and can be ruled out. The language system is in the form of sound symbols, each language symbol symbolizes something called meaning or concept. Because each sound symbol has or expresses a concept or meaning, it can be concluded that every language utterance has a meaning. The function of language is as a communication tool. Therefore, it is not surprising that there is a close relationship between language and communication in human life.¹⁰

Introduction to English from an early age helps children's language development to be more familiar with English. The more familiar with English, the easier it will be for the child to continue the foreign language at a higher level. In addition, children will become more confident because not all children have abilities that are easy to develop. If you are proficient in English, your child will find it easier to communicate with the world community in their career.

In theory, In playing, children interact with their environment. The right play experience can optimize all aspects of a child's development, both physically, cognitively and socially. The material in this method is to conduct trainings that explain the development of early childhood in sensorimotor play. Such as role playing and developmental play until the emergence of literacy based on educational theory that is in accordance with children's development. There are three main functions in the BCCT (Beyond Centers and Circle Time)

¹⁰Neny Ratnawati dkk, *Kiat Merangsang Kecerdasan Anak* (Jakarta: Puspa Swara, 2008), 11.

method. This function is in order to jump-start children's intelligence, inculcate basic values, and develop basic abilities.¹¹

The reality on the ground shows that the implementation of young learners education still does not properly refer to the stages of child development. In general, the implementation is focused on improving academic abilities, both in terms of rote-memorization and reading-writing-counting abilities, the process of which often ignores children's development. The implementation of education at PAUD Al-Mukrimi Talang Saronggi Sumenep adheres to the principle of learning while playing or playing while learning because the world of children is the world of play. Basically, children learn through play. Center and circle is a teaching method that puts students in a proportional position. The world of children is the world of play, so the concept of education for young learner should be designed in the form of play. The point is playing is learning, and learning is playing. Play is a necessity for children to be able to develop optimally, even playing is nutrition for the child's soul. Thus we need the right method so that children can get the education needed according to their needs. Implementation of young learners Education with the Beyond Centers and Circle Time (BCCT) method.

BCCT is a learning strategy in which teachers bring the real world into the classroom and encourage students to make connections between their knowledge and its application in their daily lives. Where PAUD Al-Mukrimi Talang

¹¹Direktorat Pendidikan Anak Usia Dini, *Panduan PAUD* (Jakarta: Departemen Pendidikan Nasional, 2019), i.

Saronggi Sumenep is one of the institutions that has implemented the Integrated young learners Education (PAUD) program, while the program that has been implemented is preschool education. Education carried out at PAUD Al-Mukrimi Talang Saronggi Sumenep is more focused on laying the foundations for developing IMTAQ, counting, reading, writing, skills, introduction to simple Arabic, simple English, prayers and short letters, hadith and learning iqra'.

This study also wants to develop some previous research, including by Evi Karina Elliana in the year of 2014 with research title “Implementation of the BCCT (Beyond Center And Circle Time) Learning Model at Pre School Intanpermata Aisyiyah Makamhaji Year 2013/2014”. This study aims to determine the implementation of the BCCT (Beyond Centra and Circle Time) learning model and the relevance of the implementation of the BCCT (Beyond Centra and Circle Time) learning model at Pre School Intan Permata Aisyiyah Makamhaji with the principles of the BCCT method.

The research conducted by Evi Karina Elliana above, has differences with the research that the researcher will do. Among these differences is between the implementation of the BCCT model in general and how the implementation of the beyond centers and circles time method in teaching English in children. In addition, there are also fundamental differences, namely in the object of research between Pre School Intanpermata Aisyiyah Makamhaji and Playground Al-Mukrimi Talang Saronggi Sumenep.

Other research was also conducted by Yuniar Lestarini in the year of 2013, with research title “application of the learning model beyond centers and circle

time (BCCT) to increase interest and learning activities of children in group B of Bumi Gora Playground BPKBM NTB”. This study aims to determine the increase in interest and learning activities of children in group B of Bumi Gora Playground after the implementation of the BCCT (Beyond Centers and Circle Time) learning model.

This research has differences with the research that the researcher will do. Where this research is to determine the application of the learning model beyond centers and circle time (BCCT) to increase children's interest and learning activities, while the development of this research is to develop basic English language skills in children as well as supporting and inhibiting factors for implementing the beyond centers and circles time method. .

Meanwhile, early childhood education at Al-Mukrimi Talang Saronggi Sumenep using the beyond centers and circles time method is still in the introduction stage of the method. This is why researchers are interested in researching more deeply about learning methods beyond centers and circles time. This is intended as a contribution of researchers to educators with the title research “Implementation Of The Beyond Center And Circle Times (BCCT) Method In The English Teaching For Young Learner At Al-Mukrimi Playground Talang Saronggi Sumenep In The Academic Year Of 2022/2023”.

B. Research Focuses

According to Donal ary, he state that research focus in qualitative research deals with understanding about what it happens, why it happens what it means

to those involved, as well as how they understand the experience.¹² The focus of research in this study is a research question which can be translated into several questions:

1. How is the implementation of the beyond center and circle times (BCCT) method in the teaching English for young learner at Al-Mukrimi Playground Talang Saronggi Sumenep In The Academic Year Of 2022/2023 ?
2. What are the supporting and inhibiting factors for the implementation of the beyond center and circle times (BCCT) method in the teaching English for young learner at Al-Mukrimi Playground Talang Saronggi Sumenep In The Academic Year Of 2022/2023 ?

C. Research Objectives

Research objectives deals with the aim of the study that wants to be achieved by the researcher.¹³ In accordance with the context and focus of the research above, the researcher assembles a research objective, namely:

1. To describe the implementation of the beyond center and circle times (BCCT) method in the teaching English for young learner at Al-Mukrimi Playground Talang Saronggi Sumenep In The Academic Year Of 2022/2023.
2. To find out the factors supporting and inhibiting the implementation of the beyond center and circle times (BCCT) method in the teaching English for young learner at Al-Mukrimi Playground Talang Saronggi Sumenep In The Academic Year Of 2022/2023.

¹²Donal et. al Ary, *Introduction to Research in Education* (USA: Wadsworth Cengage Learning, 2010), 587.

¹³al Ary, 587.

D. Significance of the Study

The significance of the study describes the usefulness or urgency of the search, both scientific (theoretical) and social (practical) uses.¹⁴ The results of this study are expected to be useful both in the development of knowledge that is being studied and benefits for education providers. In detail, it can be stated as follows:

1. Theoretical Significance

From the results of this research, it is hoped that it can be used as a scientific treasure and contribute to improving the process of the beyond centers and circles time method in the teaching English for young learner.

2. Practical Significance

a. For State Islamic Institute Madura

As a treasure trove of scientific development and can be used as a comparison for the writing of further scientific papers. And the results of this research are expected to be input for the addition of scientific works and the development of knowledge in the library.

b. For Al-Mukrimi Playground, Talang Saronggi Sumenep

The results of the research as a contribution of thoughts and references to improve the quality of learning, especially in the application of the beyond centers and circles time method in Teaching English for young learner at Al-Mukrimi Talang Saronggi Sumenep Playground.

¹⁴Pedoman Karya Tulis Ilmiah (Pamekasan: Institut Agama Islam Negeri Madura, 2020), 9.

c. For the next researcher

Provide insight in the field of research regularly and systematically based on the theories obtained, and serve as undergraduate candidates who are required to be ready to enter the world of education, and can be used as consideration for similar research in the future and for further development.

E. Definition of Key Term

Researchers need to provide an understanding of the terms in the title, to avoid misunderstanding the meaning of the title of this research, it is necessary to limit the scope of the discussion to focus on:

1. Implementation is an act of putting a theory into practice, method, and other things to achieve certain goals and for an interest desired by a group or group that has been planned and arranged in advance.
2. The beyond centers and circles time method is an method to implementing Early Childhood Education that focuses on children whose learning process is centered in the play center and when children are in a circle by using 4 types of scaffolding to support children's development, namely the step of the playing environment, the step before playing, step during play and step after playing.

3. *Teaching English for young learners are the process of teaching and learning of English to the childrens at early age. There are two age group of young learners, namely 5 to 9 years for young learners, and 2 to 5 years for very young learners.*
4. *Young learners is a coaching effort aimed at children about 4-6 years years which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education.*¹⁵

In this study, what is meant by the implementation of the beyond centers and circles time method in developing basic English skills in children is an act of practicing an method to organizing Early Childhood Education that focuses on the playing environment., step before playing, step during play and an after-play step on every child's mastering skills that are most commonly used around the world.

¹⁵Siti Aisyah, *Buku Materi Pokok PAUD: Perkembangan Dan Konsep Dasar Pengembangan Anak Usia Dini* (Jakarta: Universitas Terbuka, 2015), 43.