

# Analysis Activities Learning Center in Development Students' Self Directed Learning in Jakarta Indonesia

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**Abstract:** This study aims to: 1) to know growing the development of the potential of self-learning. 2) To determine and set the time pattern of learners. 3) To know the creativity and effectiveness of teachers in the achievement and vision of ECD Bungur Cijantung. The issue became the object of study in this research is the analysis of learning activity centers with independent methods in early childhood Bungur Cijantung East Jakarta. The results of this study concluded: ECD East Jakarta Bungur Cijantung in developing the basic abilities of children with the principle of learning through play approach BCCT, is in conformity with the guidelines implementation BCCT approach. Behaviors and basic skills can be developed in early childhood with BCCT following approach: behavior categories include: moral and religious values, social, emotional and self-reliance and the category of basic capabilities include: language, cognitive, physical / motor, art. Factors strength BCCT implementation approaches in early childhood Cijantung East Jakarta Bungur namely; management, ability and discipline of teachers, course of study, learning tools, parental participation. The weakness in the implementation of early childhood BCCT in East Jakarta Bungur Cijantung namely: lack of administrative power, required a vast space centers were opened. Reports Progress Report and the child's ability to develop indicators still overlap at each center. Suggestions socialization needs of early childhood education to the public, parents, policy makers, institutions, no dialogical relationship between parents and teachers, the organization of early childhood education, need to increase the ability of teachers / educators, the addition of administrative personnel, need to be revisited progress report protégé.

## 1 INTRODUCTION

The quality of education is affected by the quality of teaching and learning activities, while the quality of teaching and learning activities are determined by various factors, among others: the input of students, curriculum, teachers and education staff who are related to one another, which is a subsystem in the learning system.

If the quality of education and supported a good curriculum, it will get a good input and will affect the teaching and learning activities as expected. Each educational practice directed at achieving certain objectives, whether with respect to the assignment of the knowledge, skill and a certain attitude. Teaching materials, methods, tools, and assessment of the major components. With educational interaction between teachers and learners lasted more focused.

This is confirmed in the Law No. 22 of 2003 Article 1 point (19) which states that the curriculum

is a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used to guide the implementation of learning activities to achieve specific educational objectives. ECD curriculum Bungur IV Cijantung developed based on national standards of Early Childhood Education No. 58 of 2009 which is adapted to local conditions.

Senra used as well as more about the center and a circle (Beyond Centre and Circle Time) or BCCT. This is the concept of early childhood learning formally adopted the Department of National Education Republic of Indonesia since 2004. Simply put, the center could be interpreted as a quality container that prepared teachers for children's play activities. Through a series of these activities, teacher learning material flow that has been arranged in the form *lesson plan*. The series of events that had to come together and support each other to achieve the daily learning objectives and learning objectives in all

centers of the day should be the same. Each center has a *center point* and all reference to the learning objectives have been planned team of teachers.

In the approach to the center, there are stages that need to be considered, starting when the child enters school environment to finish the play and back to home. Each stage was recorded in the daily report of activities of teachers, which would be material to measure the development of children, as well as at the end of his response and the appropriate stimulation that children's ability to develop optimally.

### 1.1 Identification of Problems

Based on the above background, the identification of problems to the authors put forward are as follows:

1. The willingness of parents of students vary.
2. The need for improvement of learning programs better.
3. Not all faculty prepare teaching plans.
4. The necessity to adjust teaching methods to learners.
5. Not all teachers can apply the method independently to achieve the vision and mission.

### 1.2 Restrictions and Formulation Problems

In line with the above description, this study was limited to the analysis of learning activity centers with independent methods in early childhood Bungur Cijantung East Jakarta. Based on the restriction of the problem, then the problem in this research are as follows:

1. Are the learning activity centers can create independence in learning activities?
2. Are the learning activity centers can set the time pattern independent learners?
3. Is the activity of learning centers for faculty (teachers) in implementing an independent method has met achievement and vision of ECD Bungur Cijantung

### 1.3 Objectives and Benefits Research

Based on the formula above problems, the study aims to:

1. To know the growth and development of potential learners in learning independence

2. To determine and set the time pattern of learners.
3. To find out the creativity and effectiveness of teachers in the achievement and vision of ECD Bungur Cijantung.

In terms of usefulness, usability research has both theoretical and practical. In line with the above study, the benefits that can be expected in this study are as follows:

#### a. For Educational Institutions / business

The results of this study are expected to be used as a reference and knowledge of something that happened at the school, and also can be used as consideration for advancing the school in the future.

#### b. For Educators / Teachers

1. Can be motivating and inspiring for those who teach early childhood Bungur Cijantung in improving learning activities.
2. As reference for the entire teaching staff ECCE Bungur Cijantung in learning activities to learners in accordance centers.

#### c. For the Public

The results of this study are also expected to provide additional information or comparison for the community at large in the process pembelajaran in early childhood education, especially early childhood East Jakarta Bungur Cijantung.

### 1.4 Activities

According to the great dictionary Indonesian, activity means activity or liveliness. WJS Poewadarminto (2003: 23) describes the activity as an activity or bustle. S. Nasution added that the activity is a physical and spiritual liveliness and both must be connected.

Thus, it can be concluded that the learning activities are activities carried out in the process of interaction (teachers and students) in order to achieve the learning objectives. Activities meant here the emphasis is on the student, because with the activity of students in the learning process will affect the creation of active learning situations.

#### Group 8 types of learning activities

Activities taught himself many kinds, so experts conduct classification. Paul B. Diedrich in Sardiman (2004: 101) to create a list that contains 17 kinds of activities students are classified into eight groups:

1. *Visual Activities*, covers activities such as reading, watching (images, demonstrations, experiments and the work of others)

2. *Oral Activities*, such as states, formulating, ask questions, express opinions, conduct interviews, discussions and interruptions.
3. *Listening Activities*, such as listen to description, conversations discussion, music and speeches.
4. *Writing Activities*, such as story writing, writing essays, writing reports, questionnaires, copying and making summaries.
5. *Drawing Activities*, such as drawing, making graphs, maps, and diagrams.
6. *Motor Activities*, for example, like to experiment, construct, model, refit, play and husbandry.
7. *Mental Activities*, such as responding, remembering, solving problems, to analyze, to see the relationship and making decisions.
8. *Emotional Activities*, such as interested, bored, passionate, courageous, tough and nervous.

In this study, the student activity is defined as any action taken by the students when participating in learning activities both activity verbal, visual, metrics, and mentally by using model Treffinger, and in this study also, the student activity is only done for five to six people students in the same group as the limited power of the observer. To investigate the activity of the students, the teachers use student activity observation sheet. Each is expected by the teacher in the learning activities by using model Treffinger described as follows:

1. Listening to an explanation or information from the teacher.
2. Asking question.
3. Responding to questions from teachers and friends.
4. Presenting the results of the work.
5. Heard a presentation from a friend.
6. Reading or working on the issue in worksheets or textbooks.
7. Conveying the idea or different idea.
8. Accepting the idea or different idea.
9. Behavior that is not relevant.

#### E. Understanding Sentra

1. Learning Strategies Center Preparation

Sentra is the center of activity playing to prepare for the child to know writings, letters, and count to help children prepare for entry into primary school (elementary school).

#### F. Understanding Education Child Age Early

Early Childhood Education is a form of education that is different from formal education, whether those

differences include long learning and destination as well as the subject matter presented. The term early childhood / preschool shows understanding that children follow before entering the formal school namely primary school. Thus preschool education is an education that was followed by the child prior to entry into grade 1 primary school. Usually the age of 6-7 years as they ended the preschool education.

#### G. Independent

Teaching is an independent learning model that we usually see Sahari-day. In this model, the teacher teaches a number of students, usually between 20 to 40 students in a room. The students have a minimum ability to that level and are assumed to have an interest and learn the same relative speed. With these conditions, the condition of individual students learn both regarding the speed of learning, learning difficulties and learning interest is difficult to be noticed by the teacher. In general, the way teachers in determining the speed and level of difficulty of presenting material to students based on the information the student's ability in general. Teachers seem very dominant in determining all learning activities. The amount of material that will be taught, the order of the subject matter, the speed of the teacher to teach and others entirely in the hands of teachers.

#### H. Learning

Learning is a human activity that is most essential; most did not realize that human potential will develop optimally through belajar. Jika examined various sources will be found understanding of different learning, depending on the type of source and formulate such understanding. The differences are due to different views or point of departure. But the difference is simply the difference in pressure or differences in terms of where to see it. The essence of the following study will put forward some definitions:

- a. Hilgard and Bower in his book *Theories of Learning* (1975) in Purwanto argued: "Learning occurs when a particular situation caused by repeated experiences in that situation".
- b. Gagne in his book *The Conditions of Learning* (1977) states that: "Learning occurs when a stimulus situation along with the contents of memory affect students such that his actions (performance) change of time before he experienced the situation to the period after he experienced that situation".

- c. Morgan in his book *Introduction to Psychology* (1986) argued: "Learning is relatively sedentary every change in behavior that occurs as a result of training or experience".
- d. Witherington in his book *Educational Psychology* argued: "Learning is a change in the personality who claimed to be a new pattern of the reaction in the form of skills, attitudes, habits, intelligence or an understanding".
- e. Howard L.Kingsley in *Wasty Soemanto* as follows: "Learning is a process by which the behavior (in the broad sense) generated or modified through practice or exercise".

From the definitions described above can be seen.

### G. Understanding Learning Model

#### 1. The definition of learning model

The learning model is a design or a design that depicts the process details and the creation of environmental situation which allows children to interact in learning so that there is a change or development in children (Ministry of Religion; 2010)

Learning model is pattern used as a guide in groups or tutorials (Agus Suprijono, 2011: 46). The components include concept learning model, learning objectives, materials or themes, measures or procedures, methods, tools or resources learning and evaluation techniques.

#### 2. Feature models of learning

Feature learning model is the first rational logical theoretical compiled by its creator, the second learning to be achieved, a third behavior needed to teach the model can be implemented successfully and fourth learning environment necessary for learning objectives that can be achieved.

#### 3. Fill learning model

While the content of the learning model itself is the first description of the learning environment, the model approach, the benefits of learning a third, fourth teaching materials (curriculum) media and instructional design (Bambang Hartono, 2008).

Preparation of the learning model TK / RA / BA are based on the syllabus developed into a half of planning, plan weekly activities, planned activities such as daily. With learning model is a concrete reality that do educators and learners to plan daily activities.

#### a. Various models of learning

Model learning in Early Childhood Education (ECD) include:

##### 1. The learning model based groups

##### 2. Model self-learning

##### 3. The learning model is based on interests

- Model area
- Model angle
- Model BCCT

The learning model in general use measures that are relatively similar in the day that the initial activities, core activities, breaks and weekend activities.

Each learning model has advantages and disadvantages, and it requires different conditions. Therefore, teachers can choose learning model that will be used to consider the capabilities of the facilities and infrastructure available as well as other support.

##### 1. The learning model based groups

This learning model is a pattern of learning where children are divided into several groups usually three groups and each group doing different activities. In one day, the child must complete 2-3 activities interchangeably. Children who have finished work can be alternated with other activities provided by the teacher. The learning model is still widely used in TK / RA / BA in Indonesia.

Teaching and learning activities with learning model group using the following steps:

##### a. Initial activity

The initial activity carried out independently and its heating. E.g. discussion, questions and answers about the theme and sub-themes or experiences the children. If there is a saturation of the teacher should be able to make a variety of activities.

##### b. Core activities

The nature of this activity is to enable the attention, emotional and social abilities of children. This activity consists of a variety of play activities chosen and preferred by children in order to explore, to experiment, improve notions, concentration, raises self-reliance and creativity and initiative can help and develop good work habits.

In this activity, the children are divided into several groups, which means that at one time there are some that do different activities. Activities that can be done individually or independently.

##### c. Rest or meal

##### d. End activities

This activity is to calm the child and conducted independently such as reading stories, singing, etc. The event ended with a question and answer session about the activities that have been implemented so that children make sense of the activities carried out.

During the teaching and learning activities take place teachers should record everything that happens both on the program of activities or the development of learners. All teacher's notes are used as input for assessment purposes.

## 2. Model self-learning

This learning model is a learning pattern where in one class working on the same activities. The earliest learning model used in Indonesia because at that time the infrastructure is still limited.

## 3. The learning model is based on interests

### a. Model learning area

Learning this area creates a learning environment that builds a foundation of attitudes, knowledge, and skills necessary to face the challenges in the present and the future and is based on the belief that children grow well if they are involved naturally in the process of learning and encourage children to explore, experiment, pioneered and created.

## 2 RESEARCH METHODOLOGY

### 2.1 Description Background

#### a. Background Research

Social situation have to be studied in this research is early childhood Bungur Cijantung East Jakarta. The social situation as an educational institution is relatively simple to learn, because it involves places that used objects in the learning activities. During the study subjects were observed or interviewed, while the social situation in question was precisely about learning activity centers with independent methods.

#### b. Data Entry

During the research is done, the entries as ways and means to get into the background done using formal and informal approach. This approach is employed to facilitate researchers to gather information and collect data relevant to the completeness of the study. The formal approach is done by asking permission to head Cijantung Head of East Jakarta Bungur ECD. Permission was obtained through chiefs of ECD Bungur Cijantung East Jakarta, so researchers can play a role as part of a social situation investigated.

#### c. Attendance Researcher

In gathering the data necessary to complete this

#### d. Data collection technique

To obtain a broad and deep understanding of the problem issues this study, the data collection in

this study is done through two sources of data, namely:

#### 1. Secondary Data

Secondary data is primary data as supportive data from the literature and documents and data taken from the early childhood field Bungur Cijantung with the problems found in the study site in the form of reading materials, library materials and research reports.

#### 2. Primary data

Primary data is data obtained directly from interviews obtained from sources or informants considered potential in providing relevant information and actual field. In the primary data collection is done by:

##### a. Interview

This technique is intended to determine the perception of respondents in the field of the problems it faces. In this case, interview techniques used to obtain the data disclosed directly from principals, vice-principals, teachers, administrators and students about their opinions on learning activity centers with independent methods in early childhood Jakarta Bungur Cijantung Tmur.

In order to the implementation of the interview between the researcher can take place in depth there are several things that have to do research as follows:

First, interviews were conducted repeatedly this was done because at the beginning of the interview will usually discuss things that are common, and the implementation of the next interview will find information more detailed and much-needed research.

Second, timing and implementation of customized interview with the willingness of respondents or informants, meaning that the researchers first asked for confirmation by the respondent and then climbed along with the implementation schedule an interview. This needs to be done to not interfere with the activity of the respondents because if imposed will affect the results of the interview.

Third, interviews were conducted with full of solidarity and openness (partnership) with certain limits so that the information can be revealed from the respondents when it accounted for its accuracy. In order to create an intimate atmosphere, the researchers need to introduce ourselves as a well convey intent conduct interviews while getting to know the personality of the respondents so knowing its properties.



Fourth, the need to establish guidelines for the interview with the intention that the interview can focus on the data and information required although it is possible in the implementation of the interview material can develop according to the circumstances of all stay focused on the purpose of research. (Guidelines attached interview)

**b. Documentation**

In qualitative research, the data source not only of human origin, but the document can also be used as triangulation to verify the suitability of the data. By examining the literature relating to the problems examined will help sharpen the discussion of research and acquired theories related to the purpose of the study (Moleong, 2004: 330).

**e. Data Analysis Techniques and Procedures**

Data analysis is the process of compiling data that can be interpreted as resulting from qualitative methods is a form of words that do not give any meaning, so it needs to be analyzed and interpreted. "Data analysis is the process of arranging the order of the data, organize them into a pattern, category, and description of the basic unit. He distinguishes the interpretation, which gives a significant meaning to the results of the analysis, explained the pattern description, and find the relationship between the dimensions of the description "(Moleong, 2004: 280).

In general, the process of data analysis used in this study consists of the following three stages.

1. Data reduction, which is to write down all the data collected and summarizes the baseline data. Words other data already collected and analyzed to find the things that are the focus of research.
2. Presentation of data or data display, which attempts to present the data to see the whole picture or a particular part of this study.
3. Conclusion, that conclusion is based on data collected the data to always consider the validity criteria, rehabilitation, and objectivity (Usman and Akbar, 1998: 86-87).

This step is done in an effort to seek and find the meaning of the data collected, by looking for patterns of relationship, the equation of the things that often arise.

**f. Triangulation**

The validity of the form of restrictions related to a certainty that the measure really is a variable that you want to measure. This validity can also be achieved with the right data collection process, one way is by triangulation process, namely the combination of various data sources, energy

research, methodological and technical theory in a study of social phenomena (Moleong, 2004; 330).

Triangulation method is one of the most common methods used in testing the validity of qualitative research. Triangulation method is based on the philosophy of phenomenology. Phenomenology is a school of philosophy that says that truth is not with the investigators, but the reality of the object itself to obtain the truth, it should be made use of Multi-perspective epistemology.

The function of the use of the method of triangulation is to understand the phenomenon of social and psychological construction is not enough just to use one measure alone. Triangulation emphasizes the use of more than one method, and many sources of data including the number of events that occurred.

Triangulation techniques most widely used is the examination through other sources. In this study, triangulation data is done in two ways, namely: (1) triangulation with the source, means to compare and check to return the degree of confidence the information obtained through time and different tools in qualitative research, (2) triangulation with theory, i.e. comparing and examine the degree of confidence with one or several theories.

Triangulation technique chosen in this study because the author considers the triangulation allows the author to obtain valid data from the research. In addition, the best way to eliminate differences in the construction of reality that exist in the context of a study when collecting data about the various events and relationships of the various views.

**g. Place and Time Research**

Location of the study was conducted at a single center Bungur Cijantung namely early childhood, Pasar Rebo. The consideration is that of some early childhood education in districts of Pasar Rebo, early childhood school is Bungur Cijantung builder and most complete ingredients for implementing learning BCCT or CENTER and fully utilizing BCCT approach or CENTER.

Besides, the number of students was also quite a lot and the schools in a strategic place which is located at Jalan Raya Bogor, which is easily reached by the public. When the study was conducted from June 2014 until July 2014.

**K. Research result**

**1. Description of Research Sites**

ECD Bungur Cijantung East Jakarta were established in 2008 that consists of a group: Playground and Kindergarten.

Facilities provided ECD Bungur Cijantung East Jakarta, among others: a center of worship, and other learning centers to develop the initiative, creativity and potential of children.

The development and improvement potential early childhood become the first concentration ECD Bungur Cijantung East Jakarta. Through early childhood Cijantung East Jakarta Bungur build and develop a center of Early Childhood Education (ECD). Improving the quality of this group to be very strategic, given that this group is the next generation who will be responsible for development in the future.

Center Early Childhood Education (ECD) is a place to play while learning which is designed as a neighborhood such that the children can freely develop their curiosity, doing various activities themselves, play a variety of tools and media to learn who is able to spark interest and curiosity, feelings and skills so that children develop in accordance with the level of development of their diverse and unique.

#### a. **Vision and mission**

Vision: ECD Bungur Cijantung East Jakarta is the formation of a generation of quality and noble.

#### b. **Mission**

East Jakarta Bungur Cijantung ECD developed the following mission:

1. Provide education and care to early childhood care, especially among medium
2. Aligning education and care at home and in school
3. BKB makes ECD Bungur as an institution early childhood education quality, safe and comfortable while keeping costs affordable.

#### c. **Strategy**

The strategy used in developing the Early Childhood Education (ECD) Bungur Cijantung East Jakarta are as follows: to grow, to develop, optimize and synergize all intelligence and creative potential of children in an integrated and sustainable through a comprehensive program, creative, innovative and productive as well as with synergize with all the best potential.

#### d. **Aim**

Early Childhood Education Centers (ECCE) Bungur Cijantung East Jakarta:

- Cultivating love and devotion to God Almighty.
- Developed six basic capabilities, flexible thinking, divergent and convergent.
- Fostering creative character, independent, and able to lead yourself.

- Developing character who is able to work together in a positive and creative.
- Developing the ability to think and act creatively as well as the ability of high imagination.
- Foster interest in the arts.

### 3 CONCLUSIONS AND RECOMMENDATIONS

In this chapter, describes the discussion of the results of research, in which the load on the research conclusions, implications and suggestions.

#### a. **Conclusion**

Based on the research results can be stated exposure to the following conclusion:

1. ECD Bungur Cijantung East Jakarta in order to develop the child's ability to use the approach Centers and Circles Beyond Time (BCCT) or also called More About Sentra and current circle. For ECD centers Bungur core activities are in accordance with the procedure. While the additional activity that the material activities early, ate a meal with family and prayed many 'ah and qiroati due to the implementation of learning in early childhood Bungur integrated with Islamic religious education and learning time longer than the provisions of the safeguards knowledge BCCT
2. Behavior and basic capabilities which the child after learning approaches in early childhood BCCT East Jakarta Bungur Cijantung consists of a). Category behaviors include: Moral and religious values, social, emotional and independence b). Category basic capabilities include: language, cognitive, physical / motor, art. The development of child behavior and observance of basic capabilities integrated in all activities both of the activities children welcome, opening circles, materials morning, playing in centers, family dining and reading.
3. The shortcomings of the approach in early childhood BCCT East Jakarta Bungur Cijantung include:
  - a. Lack of administrative personnel so that the teacher / educator duty not only to teach but also carry out administrative tasks.
  - b. Learning with BCCT approach requires a lot of space.

- c. A progress report child called Progress report in preparing the assessment indicators still overlap at each center.
4. The strength or the advantages of learning systems BCCT on ECD Bungur Cijantung East Jakarta is able to enhance the children's creativity by giving children the opportunity to play, explore, and found that their activity will help to solve the problem, through the center, children can manipulate objects in centers that provided, develop a conversation and learn to play a role commensurate with the extent and the measures to be desired and developing early learning skills.

**b. Suggestions**

Based on the conclusions and implications of the research results, some suggestions put forward as follows:

1. Socialization needs of childhood education early, parents, communities, and institutions about the importance of early childhood education for children from age 0 to 6 years.
2. The need for a dialogical relationship between teachers, parents organizers early childhood , in order to avoid the imposition of the parents so that children can read, write numeracy but learning in early childhood education is to develop all basic skills possessed child.
3. The need to enhance the ability of educators to support the implementation of early childhood learning in East Jakarta Bungur Cijantung.
4. The addition of personnel as the labor administration in the implementation of early childhood education at the early childhood Cijantung Bungur is an urgent matter.
5. Needs to be revisited form of child progress report to be presented effectively and efficiently

This is a qualitative research Given that more emphasis on the process, then to other researchers need to do similar research, that early childhood education is to get a place good for policy-makers, observers and public education.

**c. Implication**

Conclusion of the study that has been described has a number of important implications for efforts to improve the effectiveness of early childhood education in early childhood Jakarta Bungur Cijantung East in particular and early childhood education in general. To the organizers of early childhood education pay more attention toto:

1. Implementing learning by using BCCT approach to develop the moral aspect, the value of religious,

social, emotional and physical independence and cognitis / motoric and the arts.

2. Further enhance dialogical relationship with parents
3. To support the development of children learning according to the need to increase the competence of teachers/educators in sustainability.
4. Optimization of infrastructure facilities to support learning.

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