

DEVELOPING SOCIAL EMOTIONAL USING BCCT MODEL, ROLE PLAYING, AND NATURAL MATERIAL MEDIA IN GROUP B

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Abstract

The problem in the study is the low social interaction of children with their friends. This study aims to describe teacher activities, children's activities, and children's social-emotional development achievements through a combination of Beyond Center and Circle Time (BCCT) and Role Playing models with natural material media in group B of TK Negeri 3 Alalak. The approach and type of research used in this study are qualitative approaches and types of Classroom Action Research (CAR) in four cycles. A group B of TK Negeri 3 Alalak totalling 20 children were the subjects of this study. The results of this study showed that children's social emotional development in the learning process was seen from an increase of 40% at the first meeting, 65% at the second meeting, 85% at the third meeting, and 100% at the fourth meeting. Based on the results of the study, it can be concluded that the combination of the Beyond Center and Circle Time (BCCT) and Role Playing models with natural material media can develop activities and achieve children's development results.

Keywords: *Activity, Social Emotional, Model Beyond Center and Circle Time (BCCT) and Role Playing with Natural Material Media.*

INTRODUCTION

Education is the key to the progress of a country. If a country's education is done well, then the implementation that is immediately felt by the country is an improvement in the quality of human resources. Quality education also produces quality human resources. It is hoped that primary, secondary, and higher education can develop quality and good human resources through the development of student potential. Those who receive educational services then become adults with qualification indicators of specialists who are skilled, creative, innovative, and have a positive attitude and behavior. Early childhood is an individual who experiences a rapid and fundamental developmental process for later life. At this point, all aspects of the growth and development process go through a very

rapid period in the human life cycle (Sujiono, 2013).

As a way to deal with children, the learning process must pay attention to the characteristics of each stage of child development. What is needed to achieve a learning goal is to choose a learning model that suits the child's condition so that the child can have a fun learning experience to the needs of child growth and development, especially in social-emotional development. Through play activities, children can increase their emotional sensitivity by introducing various feelings, introducing changes in feelings, consideration, and increasing self-confidence. Through play, children also develop social skills, such as developing relationships with other children, acting according to the demands of society, adapting to peers, being able to understand their actions, and understanding that every action taken has

consequences. Social development is the rate at which children interact with others, ranging from parents, siblings, and playmates, to society as a whole. The results found the importance of social emotional aspects for children (mujahaddah et al., 2021).

Based on preliminary studies conducted by researchers, at the interview and observation stage at TK Negeri 3 Alalak Barito Kuala, it was found that there were problems during the learning process, especially in social interaction with Group B children because the expected development had not been achieved. Of all children, only a small percentage of children with a percentage of 20% can show social emotional skills in interacting socially with other friends. This social interaction includes children's skills in communicating with friends (multi-interactive), working together, helping or caring for friends, discussing with friends, and asking and answering questions.

This happened because the last 2 years the learning system was not optimal and was carried out based on shifts so that children had less social interaction due to the Covid-19 outbreak. In the shift system, children meet different children at every meeting so children need to adapt again in social interactions with their friends. Limited learning and playing time is also a barrier for children in adjusting to other children. In addition, the lack of social interaction among children is caused by some parents being less supportive of learning activities because children rarely attend school.

The appropriate learning model used in overcoming the above problems is through a combination of models that are suitable for the conditions and needs of children, especially in the social and emotional development of children in social interaction. The model used by researchers to overcome these problems is using a combination of Beyond Center And Circle Time (BCCT) and Role

Playing models with natural material media. The learning model is a systematic process of organizing learning experiences to achieve certain goals and as a teacher guide in teaching (Suriansyah et al., 2014).

The BCCT method is believed to stimulate all aspects of children's intelligence (multiple intelligence) through a directed play and learning environment. Children are motivated to play at the centre of activities whereas educators act as designers, facilitators and evaluators of their activities. All design, support, and assessment tools are tailored to the needs and developmental needs of each child because learning is individual (Ma'rifah A & Muthmainnah, 2015)

Role Playing model or simulation is a way of teaching through dramatic behavior in social relationships (Purwaningsih, 2014). In this Role Playing model, the learning process focuses on emotional involvement and observes actual problems faced by teachers and children. Natural media is everything that is around us and can support learning. This medium is very inexpensive, but it can be used effectively and efficiently for learning. This medium is very inexpensive, but it can be used effectively and efficiently for learning. natural media materials are materials that are directly obtained from nature (Oktar, 2017),

METHOD

This research uses a qualitative approach and a type of Classroom Action Research (PTK). Classroom action research is research carried out by class teachers in four stages: planning, implementation, observation, and consideration. The location of study was conducted in Group B of TK Negeri 3 Alalak (children aged 5-6 years). This research was conducted in the 2021/2022 academic year semester II. Group B of TK Negeri 3 Alalak are 20 children consisting of 11 boys and 8 girls were the

subjects of this study. Based on the observations of researchers in Group B of TK Negeri 3 Alalak Barito Kuala. Design classroom action research to develop social interaction with peers using the application of a combination of Beyond Center and Circle Time (BCCT) and Role Playing models with natural material media. This study uses a qualitative data approach, namely textual data in the form of new data that provides an overview of children's expressions related to the level of understanding of social emotional development through views and attitudes. Qualitative data were obtained from children's activities and teaching activities in carrying out learning combinations of the Beyond Center and Circle Time (BCCT) Model and Role Playing with Natural Material Media through role play centres through observation. Analysis for success indicators in teacher activities is said to be successful if the teacher's activity score in each lesson reaches ≥ 26 with the criterion "Very Good". Analysis of children's activity success indicators is considered successful if they achieve scores in the range of 13-16 and 17-20 with active and very active assessment categories on the observation sheet. Children's activities are classically considered successful if the number of children who are categorized as active and very active reaches at least $\geq 63\%$. And to analyze individual success indicators, children's success in skill development when reaching the category of Developing According to Expectations (BSH) or Developing Very Good (BSB) and classically children in the category of Developing According to Expectations (BSH) and Developing Very well (BSB).

RESULTS AND DISCUSSION

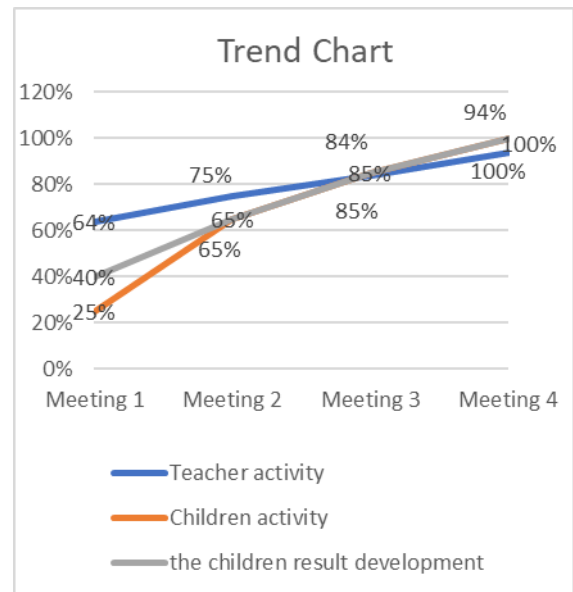
The increase in teacher activity was The increase in teacher activity was marked by an increase in scores at each meeting, in meeting 1 obtained a score of 21 percentage of 65.63% in the good category, followed by meeting 2 which

obtained a score of 24 percentage of 75% in the good category, then in meeting 3 received a score of 27 percentage of 84.38 % in The category is very good, and at meeting 4 obtained a score of 30 percentage 94% in the very good category. This increase occurs due to improvements made by teachers in every meeting by looking at the shortcomings that occur during the learning process so that by seeing these shortcomings the teacher makes improvements for the sake of improvement and in the end, the teacher can achieve the expected final results by achieving excellent criteria in meetings 3 and 4. Children's activities when participating in learning to develop social interaction with friends in meetings 1 activity children obtained 25% to be in the category of less active, with a description of less active 0%, moderately active 75%, active 25% and very active 0%. At meeting 2 activities found 65% are on the active criteria, with a description of less active 0%, moderately active 35%, active 65% and very active 0%. Then at meeting 3 get 85% are in the very active category with a description of less active 0%, quite active 15%, active 50% and very active 35%. Finally, at meeting 4, the maximum percentage of 100% is in the very active category with a description of 0% less active, 0% moderately active, 35% active and 65% very active. A child's activity is considered successful if the success achieved by the child reaches 82%-100%. From this, it can be concluded that children's participation in learning activities have been declared successful by using a combination of the Beyond Center and Circle Time (BCCT) Model and Role Playing with Natural Material Media.

The acquisition of the results of children's social-emotional development through classroom action research at each meeting always increases. In meeting 1 12 children were getting MB with a percentage of 60%, and 8 children getting BSH with a percentage of 40%. So, at meeting 1, the completeness of children

reached 40% which only amounted to 8 children while those who had not reached completion as much as 60% amounted to 12 children. Furthermore, at meeting 2, there were 7 children getting MB with a percentage of 35% and 13 children getting BSH with a percentage of 65%. So at meeting 2, the completeness of children reached 65% which amounted to 13 children, while those who had not reached completion of 35% amounted to 7 children. Then at meeting 3, there were 3 children getting MB with a percentage of 15%, 10 children were getting BSH with a percentage of 50% and 7 children were getting BSB with a percentage of 35%. So that at the meeting 3 completeness as much as 85% amounting to 17 children while those who have not reached completion as many as 3 people with a percentage of 15%. At the last meeting 4 there were 7 children getting BSH with a percentage of 35% and as many as 13 children getting BSB with a percentage of 65%. So at the meeting 4 completeness of the children managed to develop 100% which amounted to 20 children.

Meeting 1, meeting 2, and meeting 3 were considered failures because they did not meet the success criteria, and meeting 4 was considered successful because they met the BSB. From this, it can be concluded that the combination of the Beyond Center and Circle Time (BCCT) Model and Role Playing with Natural Material Media is declared successful. Seeing the tendency of the three factors studied can be seen in the graph:



Graph 1. Trend Charts of meeting 1,2,3 and 4

The graph shows that all aspects studied improved consisting of teacher activity, child activity, and social and emotional development of the child. This can be seen from the increasing success at each meeting. It can be seen from the teacher's activities in meeting 1 obtained a score of 21 and a percentage of 65.63% was in a good category, in meeting 2 it became 24 and the percentage of 75% was in a good category, then in meeting 3, it increased to 27 In the 44.38% percentage of the very good category and in meeting 4 it increased again to 30 and the percentage of 93.75% in the very good category. Then in the activities of children in meeting 1 obtained a percentage of 25% with less active criteria, in meeting 2 obtained a percentage of 65% with active criteria, then in meeting 3 increased to 85% with very active criteria, and in Meeting 4 becomes 100% very active. In addition, the results of socio-emotional development of children in meeting 1 obtained a percentage of 40% with undeveloped criteria, in meeting 2 increased to 65% with criteria for developing as expected, then in meeting 3 obtained a score of 85% with criteria for developing very well, and in meeting 4

Obtaining a percentage of 100% with very good development criteria.

In teacher activities each meeting tends to increase, this is because the learning carried out by teachers in each meeting is increased to achieve the expected results. This also happens that children's activities in each meeting always increase, because in the learning process carried out at each meeting, the teacher can make children more active, more enthusiastic, and more enthusiastic at each ongoing meeting. Thus, the effect of increasing teacher and child activity will also improve the results of children's social-emotional development at each meeting.

From the results of this trend, it can be seen that at each meeting there is an increase. Therefore, it can be concluded that every aspect of teacher activity, a child's activity, and the results of child development have a relationship with each other. This can be said because if teacher activity increases, it will affect children's activities and children's development results. Based on the results of the trend analysis above, it can be concluded that the hypothesis is acceptable.

Based on the results of classroom action research conducted in the classroom, the use of a combination of the Beyond Center and Circle Time (BCCT) Model and Role Playing with Natural Material Media has succeeded in experiencing improved learning in TK Negeri 3 Alalak in group B well. This can be seen from the development of learning carried out in each meeting. This can be seen in meeting 1 teacher activity only obtained a score of 21 in the good category, then in meeting 2 obtained a score of 24 in the good category, continued in meeting 3 the teacher's score increased to 27 in the very good category and finally obtained a score of 30 in the very good category in meeting 4.

From the learning activities carried out by the teacher as many as 4

times in developing children's social emotional in developing social interactions with friends, it can be concluded that meeting 4 teacher activities in the implementation of learning activities has achieved optimal results. This happens because in every meeting the teacher always reflects so that the teacher knows the shortcomings that need to be overcome at the next meeting, the teacher also learns the combination of planned learning models to ensure that the learning is carried out optimally and is done better.

Educators (parents and teachers) must be able to create a safe and fun learning atmosphere for (Putra, 2022). Educators must be able to create a modern learning environment so that young children are not bored while learning. Learning is said to be successful and successful if learning transforms itself in the broadest sense, strengthens and develops student awareness during the learning process, and the benefits of its development are felt directly (Metroyadi, 2017).

Learning from an early age is something that needs to be considered by every educator. Providing a comfortable learning environment for children from an early age is not an easy task. This is because children are in the process of development when they are young. There are some differences in development, characteristics, and knowledge between one child and another. Therefore, this childhood is called the Golden Age, and it only comes once and cannot be repeated (Yadnyawati, 2019).

When viewed from the research conducted by combining models and media, namely the combination of the Model Beyond Center and Circle Time (BCCT) and Role Playing with Natural Material Media on social emotional aspects in developing social interactions with friends in meeting 1 obtained a score of 21 in the good category and at the end of meeting 4 it became a score of 30 in

the very good category, meaning that it was more good progress compared to before.

The role of teachers as people who manage a fun learning environment for children can influence the creation of a learning environment to support the effectiveness and efficiency of children's learning. Children are stimulated to play in activity centers while educators act as designers, facilitators and evaluators of children's activities. Design, support, and assessment are tailored to the developmental needs of each child because learning is individual (Ma'rifah A & Muthmainnah, 2015).

Parents and educators must understand child development to strive for child development, especially their potential as optimally as possible. This understanding is very important for several reasons such as childhood is a period of very rapid development and changes in aspects of development.

Learning is the process of interaction between children and teachers or the learning process of environmental learning. Learning is a support that has been given by teachers to be able to become a process, namely by acquiring knowledge and knowledge, mastering skills and character, and forming attitudes or beliefs towards children. Learning is a way that can help children learn well (Purwanti et al., 2021).

Based on research conducted at each meeting experienced an increase in children's activity, in meeting 1 children got a percentage of 25% categorized as less active. In the first 2 children's activities, there was an increase with a percentage of 65% categorized as active. In meeting 3, the increase in children's activity was getting better by obtaining 85% categorized as very active. In meeting 4 the increase in children's activity occurred as expected by obtaining a percentage of 100% in the very active category. This is because the teacher has carried out maximum learning and learned

from the shortcomings that existed at the previous meeting, so that in meeting 4 it was successful, that is the success rate was achieved by expectations. Early childhood is a golden age period that is very important to provide stimulus to child development. Childhood is the first basic foundation for a child's physical, motor, cognitive, language, social-emotional, self-concept, discipline, art, morals, and other religious values. Childhood is our first glimpse as human beings, one in which our distinctive good and bad qualities develop and manifest slowly but surely (Novitawati & Permatasari, 2022).

Teachers should be able to use and provide a learning model that provides broad opportunities for children to be active and creative both physically and mentally as well as in the combination of the Model Beyond Center and Circle Time (BCCT) and Role Playing with Natural Material Media. In the combination of these models and media, children's motivation in learning will arise because the media or learning resources presented are very attractive to children in the learning process.

Based on the results of research on children's social emotional development at meeting 1, as many as 60% of children with MB criteria and as many as 8 children with BSH criteria. There was an increase in meeting 4 as many as 100% of children with BSH criteria and BSB with a total of 20 children. With the results at meeting 4, this means that the results of children's social-emotional development have reached success indicators of $\geq 80\%$.

In fact, children's social-emotional development increases because in the learning process, teachers apply child-centered models both from the use of Beyond Center and Circle Time (BCCT) and Role Playing models with Natural Media Materials and the combination of these models greatly helps children to develop their knowledge and understanding based on what they learn.

Basically, the child is an individual who constructs his knowledge. Theoretically, based on developmental aspects, a child can learn at his best if his physical needs are met and if psychologically feel safe and comfortable, the child can build his knowledge, they learn through social networks by interacting with adults and peers. Children learn through play, their interests, and curiosity then encourage them to learn through play as well as individual variations in development and learning processes (Metroyadi, 2017).

This is in line with some relevant research using a combination of the Beyond Center and Circle Time (BCCT) Model and Role Playing with Natural Material Media, the finding result Arifin (2022) concluded that the *Beyond Center and Circle Time (BCCT)* concluded that the Beyond Center and Circle Time (BCCT) Model is able to foster students' social attitudes towards teachers and peers, because the encouragement and need for socialization apply to several activities that use these centers. The finding result of Jamilah (2019) concluded that the Role Playing method can develop children's social emotional in group B. Then, the finding result of Duha & Widiastuti (2018) concluded that the social emotional abilities of playgroup children increased using the Role Playing method.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the implementation of teacher activities in carrying out social emotional development through a combination of the Beyond Center and Circle Time (BCCT) model and Role Playing with Natural Material Media in Group B of TK Negeri 3 Alalak managed to achieve success indicators with the category "very good". The implementation of children's activities in developing social emotional aspects through a combination

of the Beyond Center and Circle Time (BCCT) model and Role Playing with Natural Material Media In Group B of TK Negeri 3 Alalak in 4 meetings always increases to achieve success indicators with the criteria "Very On". Then, the ability to interact socially with children through a combination of the Beyond Center and Circle Time (BCCT) model and Role Playing with Natural Material Media in Group B of TK Negeri 3 Alalak showed an increase in every meeting and achieved the success index set by the researcher, which is 100% of children get the Very Good Development (BSB) category.

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