

Elementary School Learning Management Using a Central Approach

Ayu Meiva Agung Lestari¹, Tri Widayatsih¹, Suherman¹

¹Universitas PGRI Palembang, South Sumatra, Indonesia

Corresponding author e-mail: ayumeivaal@gmail.com

Article History: Received on 4 February 2026, Revised on 5 March 2026,
Published on 4 April 2026

Abstract: This study aims to describe the management, implementation, and supporting and inhibiting factors of the center learning model at SD Negeri 1 Pematang Panggang, Indonesia, during the 2025/2026 academic year. A qualitative approach with a descriptive method was employed, utilizing interviews, observation, and documentation to gather data from 15 teacher respondents implementing the center model. The findings reveal three key aspects. First, the management of learning centers encompasses comprehensive planning, organizing, actuating, and controlling processes, both internally and externally. Second, the implementation is structured around four distinct centers preparation, nature, blocks and creativity, and acting and physical exercise rotated from Monday to Thursday, with Fridays dedicated to thematic culmination activities. Third, evaluation is conducted in a staged manner, including daily, weekly, mid-semester, and end-of-semester assessments to monitor student progress and report to parents. The novelty of this study lies in its detailed documentation of a complete, phased management system for center-based learning within a specific Indonesian primary school context. Practically, these findings offer a replicable framework for other schools seeking to adopt or refine similar pedagogical models. The study contributes to educational literature by providing empirical evidence on the operational dynamics of center learning, demonstrating how structured management, diverse center types, and systematic evaluation collectively enhance the implementation of this approach in primary education.

Keywords: Center Learning Model, Elementary Education, Learning Management, Scientific Approach

A. Introduction

Education is the process of changing the attitudes and behavior of an individual or group in an effort to mature human beings through teaching and training (Dewia & Alam, 2020). In the national education system, it is a development effort aimed at. Essentially, education is a process of fostering human behavior, in which children must learn to think, feel, and act more perfectly and better than before. To achieve this goal, education must be directed at all aspects of the individual, encompassing physical, mental, spiritual, and moral aspects. Education is also responsible for creating a complete generation, as stated in the national policy guidelines, namely the

realization of a peaceful, democratic, just, competitive, advanced, and prosperous Indonesian society within the framework of the unitary state of the Republic of Indonesia. Education is supported by healthy, independent, faithful, pious, and noble individuals who are patriotic, legally and environmentally conscious, proficient in science and technology, and possess a strong work ethic and discipline (Sahir & Zainuddin, 2024). Learning models are seen as playing a crucial role in successful learning because they adapt to students' needs. Therefore, teachers are expected to deliver material appropriately without causing students to become bored. Instead, students are expected to be engaged and continue learning with sustained curiosity (Karcher et al., 2022).

The BCCT (Beyond Centers and Circle Time) learning model, commonly referred to as centers, is believed to stimulate all aspects of a child's intelligence (multiple intelligence) through directed play, a learning setting that encourages children to be active, creative, and think critically by exploring their own experiences (Hasani, 2025; Werdiningsih & Rochmah, 2023). Children are encouraged to play in activity centers, while educators function as designers, supporters, and assessors of children's activities. Learning is individualized, so design, support, and assessment are tailored to each child's developmental needs. This learning model emphasizes more than just play, as in previous kindergartens. Instead, each student is given the opportunity to learn while playing with a group of other students. To achieve good results at the end of the lesson, teachers must motivate students and prevent them from feeling bored during the learning process. BCCT (Beyond Centers and Circle Time), or centers, is a learning method oriented towards the needs and development of early childhood. BCCT (Beyond Centers and Circle Time) is an educational approach developed based on empirical studies and experiments by the Creative Center for Childhood Research and Training (CCRT) in Florida, USA (Soleha & Anjani, 2025).

According to Abarua & Aihena (2024), BCCT method has been implemented for over 25 years, both for children with special needs and normal abilities. The center-based learning approach naturally brings the real world into the classroom and encourages children to make connections between their knowledge and its application in their daily lives. With this center-based approach, children learn better when the environment is created naturally, and learning becomes more meaningful when they experience what they are learning, not just know it. At the elementary school level, grades 1, 2, and 3 are categorized as early childhood because children enjoy playing. Play provides a platform for children to explore their environment, stimulate their five senses, and build their knowledge through learning. Play is a direct and ongoing learning process for children, empowering them to explore the world, interact with others, express and control their emotions, and develop their symbolic abilities (Arda Tuncdemir, 2025).

According to Purwulan (2024), education in elementary school grades 1, 2, and 3 does not yet consider children's developmental stages. This is because educators emphasize

curriculum achievement, a tendency to give orders, use teacher-centered methods, use the DDCH (sit, listen, note, memorize) learning system, use a single resource, and use learning media (student worksheets), which can make students bored and teachers less creative. The reality, as confirmed by Hidajat's et al. (2020) study, is that school education tends to be boring. A simple indicator is that children are happy when the teacher is absent. This is because the educational system still places a burden on children. At Pematang Panggang 1 Public Elementary School, Mesuji District, Ogan Komering Ilir Regency, the introduction and training of the centered learning approach has been frequently conducted since centered learning was introduced to the educational institution. Besides being child-friendly, the materials used, which utilize objects from the surrounding environment, help children become more familiar with their surroundings and facilitate their understanding of the material presented by the teacher. Consequently, centered learning has been an option at Pematang Panggang 1 Public Elementary School since 2012.

Centers are considered a learning model capable of accommodating elementary school children to learn, framed within a playful concept, tailored to the needs of early childhood in grades I, II, and III at Pematang Panggang 1 Public Elementary School. According to Agil Tri Budhiati & Darsinah (2024), center learning provides a holistic and interconnected learning experience aligned with the learning theme. Center learning can utilize learning media available in the surrounding environment without incurring high costs. The high level of creativity of educators in designing learning media makes learning more enjoyable by presenting tools and materials found in the surrounding environment or frequently encountered by children. The rapid development of early childhood in the early elementary grades necessitates changes to the learning model in first grade to support their development. Learning in Indonesia must be aligned with children's development, starting from playgroups, kindergarten, and the early elementary grades (grades 1, 2, and 3), namely through play. Learning through play can be implemented using the BCCT learning model. When planning center learning, determining the theme is crucial. This ensures more focused learning and achieves its objectives. If a theme is deemed too broad, it can be further broken down into specific subthemes.

According to Nicholas et al. (2021), center learning is an approach aimed at stimulating all aspects of a child's potential so that this potential can develop optimally. Center learning seeks to bring the real world into the child's world through the concept of learning through play. This approach views play as the most appropriate means for children to learn. Besides being enjoyable, play can also be used as a means for children to learn actively, creatively, and innovatively. According to (Jasman, 2022), each center supports child development through three types of play: sensorimotor or functional play, role-play, and constructive play (building children's thinking). These three types of play are as follows:

1. Sensorimotor or Functional Play: Children learn through their five senses and physical connection with their environment by providing opportunities to

interact with a variety of materials and play equipment both indoors and outdoors.

2. Role-play, also known as symbolic play, pretend play, fantasy, imagination, or drama, supports the cognitive, social, and emotional development of children aged three to six.

The learning process is developed through play and attention to the development of students' potential, resulting in creative, intelligent, healthy, independent, adaptable, and environmentally sensitive children. This requires a high level of creativity from both managers and educators to develop games. The success of a center-based play approach is largely determined by its implementation. Good implementation is strongly influenced by sound planning (Tarlao et al., 2024). Management is a unique process consisting of actions planning, organizing, activating, and supervising carried out to determine and achieve predetermined goals through the utilization of human and other resources (Ahiruddin, 2025). For the center-based play approach to run optimally, proper management is required. Based on the above conclusions, the researcher is interested in conducting research on elementary school learning management using the center approach at Pematang Panggang 1 Public Elementary School. The room is designed as a play area for children to feel happy and comfortable, thus fostering their potential. Pematang Panggang 1 Public Elementary School, Mesuji District, Ogan Komering Ilir Regency, is one of the formal educational institutions that uses the center-based learning model with a scientific approach.

Based on preliminary observations conducted by the researcher between March 29, 2025, and April 2, 2025, with teachers at SDN 1 Pematang Panggang, data obtained indicated that the collaboration between teachers and the principal in implementing the scientific approach of the Independent Curriculum using the centered learning model was very good. In an interview with the principal, he revealed that when SDN 1 Pematang Panggang, Mesuji District, was established in 2013, it still used a classical learning model. In 2023, the school transitioned to a centered learning model. The researcher was interested in conducting this research at SDN 1 Pematang Panggang, Mesuji District, Ogan Komering Ilir Regency, where the centered learning model is used for learning in grades 1, 2, and 3. The centered learning models implemented at SDN 1 Pematang Panggang include a match-fun center, a language center, a physical exercise and music center, a role-playing center, a worship center, a science center, a block center, an art and project center, and a life skill center. Then, the author was interested in conducting research at SD Negeri 1 Pematang Panggang, because it is one of the elementary schools in Mesuji District that applies the center learning model. The learning center at SDN 1 Pematang Panggang has developed rapidly in recent years, especially with the change in the Independent Curriculum learning model. The application of the scientific approach, and many parents who prefer SD Negeri 1 Pematang Panggang, Mesuji District, Ogan Komering Ilir Regency, after knowing that the teachers of SD Negeri 1 Pematang Panggang use the scientific approach in their learning with the activities of observing, asking, gathering information, reasoning,

and communicating learning materials according to the theme to be delivered with reference to the Daily Learning Implementation Plan guidelines.

The scientific approach of the center and its application to the learning theme according to the theme is used according to the student's condition, Graduation Standards, Basic Competencies, and indicators of achievement of results. The researcher will explain the form of application of the scientific approach in the center learning model with the Daily Learning Implementation Plan as a reference for implementing learning. The implementation of the scientific approach to learning using the center learning model of teacher activities towards students is observing, asking questions, collecting information, associating, and communicating with the sub-theme of the five senses contained in the Daily Learning Implementation Plan at SD Negeri 1 Pematang Panggang, Mesuji District, Ogan Komering Ilir Regency, Academic Year 2025/2026.

B. Methods

This study employed a qualitative approach and a descriptive qualitative method. According to Moleong (2021), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior. The researcher's purpose in using this research is because the problems to be discussed in this study are in the form of written and unwritten words, not numbers. This study employed a descriptive qualitative approach because the researcher intended to outline, describe, and illustrate the implementation of the centered approach at SD Negeri 1 Pematang Panggang, Mesuji District, Ogan Komering Ilir Regency. The research was conducted at SD Negeri 1 Pematang Panggang, Mesuji District, Ogan Komering Ilir Regency in the 2025/2026 academic year from May to August 2025. The study aimed to obtain in-depth and comprehensive data and information regarding elementary school learning management using the centered approach at SD Negeri 1 Pematang Panggang, Mesuji District.

The target subjects of this study were the principal and teachers at Pematang Panggang 1 Public Elementary School, Mesuji District. The research subjects were selected purposively, meaning they were chosen based on specific considerations and objectives. The purpose of this research was to obtain as much information as possible from various reliable sources so that the information obtained could be validated. The research subjects were chosen to obtain information regarding the implementation of the center approach at Pematang Panggang 1 Public Elementary School, Mesuji District. This study employed a qualitative approach, which produces descriptive data in the form of specific categories, characteristics, or traits. In this study, related data was obtained from the principal, along with the teachers, staff, and students at Pematang Panggang 1 Public Elementary School, Mesuji District, Ogan Komering Ilir Regency, within a natural setting, with the researcher as the key instrument. The type

of research used in this study was a case study, a detailed research design that examines the research object over a specific period of time in sufficient depth and comprehensiveness. This design is used in qualitative research.

This research technique used interviews, observation, and documentation. Triangulation techniques were employed. Triangulation of data sources must be reinforced with theory to enhance the validity of the research results. Method triangulation is also necessary to test the credibility of the data. After checking and rechecking the data, discussions with colleagues are necessary to ensure the data obtained has a sufficient level of validity. Data analysis is carried out by organizing the data, breaking it down into units, synthesizing it, arranging it into patterns, selecting what is important and what will be studied, and drawing conclusions that can be shared with others (Bogdan et al., 2024). This study used a single social situation data analysis stage, namely data analysis conducted at the research location. The data analysis technique used in this study is the concept proposed by Miles and Huberman, who state that activities in qualitative data analysis are carried out interactively and continuously at each stage of the research until completion and data saturation (Naeem et al., 2024).

C. Results and Discussion

Learning Planning Using the Center Approach at Pematang Panggang 1 Public Elementary School

In center-based learning, teachers must make administrative preparations related to the center (Apat, 2022). These preparations serve as a reference for teachers in the learning process. The planning carried out by teachers at SD Negeri 1 Pematang Panggang before participating in center-based learning serves as a measure of their readiness for the learning process. In preparing for learning, teachers at SD Negeri 1 Pematang Panggang must prepare the learning administration, media, and learning tools for the center-based learning. Center-based learning planning is closely related to determining the center-based learning activities to be carried out, as planning in center-based learning is a process of determining the direction and implementation of these activities by identifying the necessary requirements (Saro & Pelesco, 2025). The readiness of teachers at SD Negeri 1 Pematang Panggang in preparing center-based learning materials will facilitate the center-based learning process. Teaching and learning activities will be directed and measurable when center-based learning planning is carefully prepared so that the objectives of center-based learning at SD Negeri 1 Pematang Panggang will be achieved as expected.

This demonstrates that the planning of centered learning, which directly involved the principal of Pematang Panggang 1 Public Elementary School, fostered effective collaboration and time efficiency. The centered learning program was developed through deliberation and collaboration and was immediately approved and

implemented by the principal. The importance of planning in producing a successful centered learning program at Pematang Panggang 1 Public Elementary School depends heavily on the skills of the teachers who design the centered learning plan. This is because centered learning itself is a system with interrelated components. Without proper planning, centered learning at Pematang Panggang 1 Public Elementary School will not be implemented effectively, and the desired goals will not be achieved optimally.

Findings of the Centered Learning Approach Type at Pematang Panggang 1 Public Elementary School

In the centered approach, the learning process is developed in centers designated by Pematang Panggang 1 Public Elementary School. Many types of centers have been developed and implemented in Indonesia, but there is one type implemented at Pematang Panggang 1 Public Elementary School. The type of center implemented is tailored to the institution's capacity to implement it, taking into account the needs and intensity of learning time at Pematang Panggang 1 Public Elementary School. The centers implemented at Pematang Panggang 1 Public Elementary School include a preparatory center, a nature center, a block and creativity center, and a performing arts and physical exercise center. The center serves as a play area for children. Teachers' creativity in organizing and preparing the learning process is interconnected. The variety of games will make children happy and comfortable and provide them with new experiences. At Pematang Panggang 1 Public Elementary School, learning is structured in a variety of ways, tailored to their grade level. Each day, children learn in a different center. Each day, they also experience a new play environment. This ensures that the children's experiences are enriched and develop according to their age.

Implementation of Preparation Centers in Center Learning at Pematang Panggang 1 Public Elementary School

Among the centers developed at Pematang Panggang 1 Public Elementary School is the preparation center. In the preparation center, children are prepared to develop literacy experiences such as reading, writing, and arithmetic, and learning is presented in a fun way, especially in lower grades, such as grades I through III. Implementing the preparation center at Pematang Panggang 1 Public Elementary School requires thorough preparation to ensure that learning objectives are achieved as planned. This preparation center is expected to foster children's love of science, such as fostering interest in addition, subtraction, multiplication, and division. The preparation center serves to introduce rules, mutual respect, and cooperation among peers. The preparation center serves as a center for play activities to prepare children for addition, subtraction, multiplication, and division in mathematics lessons at Pematang Panggang 1 Public Elementary School. This activity aims to help children prepare for junior high school. The ability to add, subtract, multiply, and divide

mathematical numbers is developed through coordination between visual, auditory, and speech motor skills. Mathematics is a predominantly visual learning activity, requiring visual perception and other sensory functions in the brain (Hawes & Ansari, 2020; Wang et al., 2021). To develop these numerical skills, students at Pematang Panggang 1 Public Elementary School must possess fine motor coordination, which involves hand movements coordinated by the eyes and senses. They must also demonstrate the ability to position their bodies relative to written materials for mathematical calculations.

Implementation of Nature Centers in Center Learning at Pematang Panggang 1 Public Elementary School

In this nature center learning, utilizing nature is the focus of first grade learning at Pematang Panggang State Elementary School 1. This play and learn space develops children's intelligence through the use of materials found in the surrounding environment. This simultaneously introduces children to the use of objects found in the environment and instills in them a love of the environment. This nature center learning can also be used as a platform for children to explore and conduct simple experiments. This effort fosters curiosity and provides a platform for them to interact with their environment. The materials and play equipment used in the nature center enable children's sensory motor organs to engage in learning, exploring, and discovering knowledge and concepts related to objects around them. Children have the opportunity to learn about the properties of objects, observe, touch, hold, and feel their textures, and also have real-life experiences, as well as distinguish the colors of natural objects in the "My Garden is Colorful" lesson through interactions with materials found in the surrounding environment.

The nature center learning at Pematang Panggang State Elementary School 1 provides opportunities for children to explore as widely as possible. Such is the richness of learning facilities within the nature center. Although the materials and play equipment are quite simple, children have the opportunity to learn basic English concepts about gardens, which they can directly practice with natural objects found near the students at Pematang Panggang 1 Public Elementary School. This also fosters positive attitudes and builds social skills while interacting with their playmates. The nature center learning at Pematang Panggang 1 Public Elementary School also utilizes natural materials, which teachers have implemented by utilizing materials found around the school. Teachers are required to be active and creative in utilizing objects and materials found around the school.

Implementation of Block Center and Creativity in Center Learning at Pematang Panggang 1 Public Elementary School

The next center implemented in the learning center at Pematang Panggang 1 Public Elementary School is the block center. Here, children can play, imagine, and learn to

translate ideas into concrete forms using blocks. Teachers can introduce various geometric shapes and spatial structures as a foundation for mathematics for children at Pematang Panggang 1 Public Elementary School. The block center is specifically designed to stimulate logical-mathematical, language, visual, cooperation, and tolerance intelligence. It can also be used to solve various problems by expressing children's ideas or concepts in the form of buildings. In the block center, children at Pematang Panggang 1 Public Elementary School can choose from the blocks provided according to their preferences. The emphasis in this center is on children using their imagination and creativity in arranging the blocks to form real buildings. Activities vary depending on the teacher's creativity to stimulate and hone children's skills. Ideally, each child should play with 100 blocks. This fosters creativity by using the available block shapes, which are arranged based on their imagination. The block center was implemented in Grade I of Pematang Panggang State Elementary School 1 to instill basic mathematical concepts, shape recognition, and space in children. However, the 100-block portion for each child has not been fully realized at Pematang Panggang State Elementary School 1, given the limited number of blocks and the limited space of the block center. This was addressed by varying the games in the block center to ensure children remain happy and comfortable. While playing in the block center, teachers always emphasize social interaction during play.

Implementation of the Performing Arts and Physical Exercise Center in Center Learning at Pematang Panggang 1 Public Elementary School

Play is a necessity for children in grades I through III at Pematang Panggang 1 Public Elementary School. Through enjoyable play, they can explore their imaginations and transform them into real-life actions. As in the role-playing and physical play centers, learning activities are designed to develop children's full potential. At this stage, children enjoy imaginative activities, where they pretend and imitate experiences they have in the real world. Through these role-playing activities, children can develop their imagination. They can role-play by bringing the real world into everyday life. In this role-playing center, children are introduced to how to interact directly, cooperate, and respect their peers and others. Furthermore, children are taught to communicate and develop their language skills. The role-playing center provides an extraordinary platform for children to do things differently (Hamzah et al., 2023). The role-playing center generally features a variety of facilities, including play cooking equipment, doctor equipment, vegetable toys, fruit toys, and more, all of which can create meaningful learning activities for the first-grade students of Pematang Panggang 1 Public Elementary School.

Students at Pematang Panggang 1 Public Elementary School can play as sellers and buyers at the market, doctors, and other jobs in the surrounding villages. In this role playing and physical education center, students participate in various activities, such as serving customers, counting items, bargaining, and choosing play equipment tailored to the theme of the lesson. Children's social and emotional development is

fostered by interactions with playmates, siblings, and parents. This role-playing allows children to connect the real world with their imaginations, developing language skills through communicative conversation. The role-playing and physical education center at Pematang Panggang 1 Public Elementary School provides engaging learning experiences for students and demonstrates teachers' creativity in developing and structuring learning centers, a first step in creating a fun learning environment for children. The real world, presented in these activities, provides children with new experiences and knowledge. Through the roles they play, they learn about the concepts of values, togetherness, cooperation, and new vocabulary.

The Learning Process of the Center Approach at Pematang Panggang 1 Public Elementary School

After planning the learning center, the next step for teachers is to implement the learning process. The learning process is the first step for children to experience a planned learning process, structured in a playful atmosphere (Boysen et al., 2022; Hadani et al., 2021). Physical activities at SD Negeri 1 Pematang Panggang include activities for children related to gross motor skills. These activities demonstrate teachers' readiness to manage a play environment. These activities are aligned with the students' developmental stages. Learning center approaches utilize play environment foundations, which are implemented through the following stages: initial management of the play environment; planning the density and intensity of experiences; having materials that support the types of play; and providing and organizing play opportunities for social interaction with peers. Learning will be successful when these stages are aligned with the needs and developmental stages of students at SD Negeri 1 Pematang Panggang. A child will be able to optimize their full abilities when all aspects of development are properly stimulated. Because elementary school children in Classes I, II, and III at SD Negeri 1 Pematang Panggang are in a period where all aspects of development can develop well if they receive stimulus or encouragement according to their age development stage.

Centered learning is ideal for students in grades I, II, and III at Pematang Panggang 1 Public Elementary School because it is so enjoyable. Essentially, children's worlds in these classes revolve around play. Through play, students can easily absorb the lessons delivered by the teacher. For children, play is an activity they engage in throughout the day because, for them, play is life, and life is play. Elementary school children in these classes don't differentiate between play and learning. Children generally enjoy play and will continue to do so wherever they have the opportunity. Therefore, play is one-way students learn, as it is through play that children learn about what they want to know and ultimately become aware of all the events around them.

Experience Base Before Playing in Center Learning at SD Negeri 1 Pematang Panggang

The steps taken in the center-based learning approach involve several stages that children go through. This pre-play experience serves as a bridge for teachers to transfer knowledge and play experiences to the children. Typically, each center includes at least three types of games plus one safety corner. Therefore, the implementation of center-based learning at Pematang Panggang 1 Public Elementary School varies. Some centers use four types of games and a safety corner, while others only use three games and one safety corner. In center-based learning, each child has different abilities. Their ability to absorb and apply games during play also varies. In center-based learning, there is a corner used by children who are able to complete games quickly. The setting of the play area in the center-based play area is an interesting feature for students at Pematang Panggang 1 Public Elementary School. The teachers' creativity in setting this area ensures students feel comfortable in the play area. When the play area is safe and comfortable, students are guaranteed to feel happy. When students are happy, learning occurs optimally so that learning objectives can be achieved as expected.

Experiences of Students Playing in Centered Learning at Pematang Panggang 1 Public Elementary School

Educators circulate among students at Pematang Panggang 1 Public Elementary School who are playing, giving examples of how to play and use tools. Providing motivation and stimulation to students to expand their playing methods. Taking notes on what students do. Collecting students' work at Pematang Panggang 1 Public Elementary School. When time is almost up, the teacher tells students to get ready to complete their activities. In center learning at Pematang Panggang 1 Public Elementary School, preparing the playing environment has been carried out well by arranging various games as an initial step to implement the pre-play steps so that learning runs well. Because the pre-play steps are the initial preparation in carrying out learning.

Experience Footprint After Playing in Center Learning at Pematang Panggang 1 Public Elementary School

The next step is the post-play cleanup. This is conducted by the teacher at the end of the lesson. When time is up, the teacher announces it's time to clean up, involving the students in the learning center at Pematang Panggang 1 Public Elementary School. If students are not yet accustomed to tidying up, the teacher can create an engaging game to encourage them to participate. During tidying up, the teacher provides a separate area for each type of toy, allowing students to group the toys according to their location. Students at Pematang Panggang 1 Public Elementary School can group the toys according to their location in this learning center. The post-play cleanup is part of a series of learning activities within the learning center. Reinforcement of the

learning material is crucial here. The post-play cleanup in the learning center at Pematang Panggang 1 Public Elementary School is a series of activities that aim to connect students' play experiences from the beginning to the end of the lesson. The teacher can also foster students' language development at Pematang Panggang 1 Public Elementary School in the learning center by asking questions that encourage active conversation. Reinforcement during playtime can also serve as a bridge for students to connect information learned at school with parents at home. This allows students to replicate what they learn at Elementary School 1 Pematang Panggang at home.

The post-play experience phase in the learning center at Elementary School 1 Pematang Panggang includes supporting students to recall their play experiences and tidying up their play equipment as learning experiences. The post-play experience phase is an activity designed to support students in recalling their play experiences by providing stimulation in the form of simple questions from the teachers at Elementary School 1 Pematang Panggang during the learning center. Furthermore, students are taught to tidy up their play equipment as a learning experience, fostering discipline and neatness in the learning center. By encouraging positive, constructive questions, it is hoped that students will become more communicative, confident, and able to argue appropriately for their age during the learning center. With this centered approach to learning, everything from preparation and implementation to material reinforcement must be carefully prepared by the teacher to achieve the desired results, namely, optimizing student development stages according to their grade level at Pematang Panggang 1 Public Elementary School.

Evaluation of the Center Approach Learning at Pematang Panggang 1 Public Elementary School

After implementing a series of center-based learning activities, the next step for teachers is to evaluate the learning process. Evaluation is conducted to measure the success of the learning process. Assessment activities in center-based learning at SD Negeri 1 Pematang Panggang are conducted in stages, starting with daily assessments after each center, weekly assessments at the end of each center cycle, mid-semester assessments, and final assessments. Based on research findings, assessments for center-based learning at SD Negeri 1 Pematang Panggang are conducted from the time students arrive at the school until they return home. These assessments assess the level of student development, encompassing aspects of religious and moral values, motor skills, cognitive skills, language skills, and social-emotional skills. Assessments are obtained through teacher observations of student behavior during center-based learning at SD Negeri 1 Pematang Panggang, which are collected in teacher observation notes and also from student work in portfolios. Evaluation of the center-based learning approach at SD Negeri 1 Pematang Panggang is an assessment activity through a data collection process used to determine the level of student development during center-based learning. This includes activities such as playing, drawing,

coloring, displaying their work, and so on. Several types of evaluation are implemented in center-based learning at SD Negeri 1 Pematang Panggang, as follows:

Daily Evaluation of Center-Based Learning at SD Negeri 1 Pematang Panggang

Each day after center-based learning, SD Negeri 1 Pematang Panggang teachers conduct an evaluation to assess student development based on indicator achievement. In the center-based learning approach at Pematang Panggang 1 Public Elementary School, daily evaluations of center-based learning are conducted to determine the effectiveness of the center-based learning approach by measuring the success of previously planned indicators. Student progress is evaluated at each meeting through a process of recording each child's progress. Observations are conducted while students are playing, creating, and so on. Daily assessments are conducted after the lesson is completed and recorded in the daily assessment book. Daily evaluations are based on the achievements in the Daily Learning Implementation Plan (RPPH). The RPPH is a daily program plan implemented by educators each day before teaching. Several assessment techniques are used, including observation, conversations, assignments, performance, assessment of work, anecdotal recording, and portfolios.

Evaluation of center-based learning approaches is conducted not only to determine program success but also to track student progress, as measured by the indicators achieved by students in the center-based learning process at Pematang Panggang 1 Public Elementary School. To monitor student progress, teacher recording of student learning activities is conducted at each meeting. This allows teachers at Pematang Panggang 1 Public Elementary School to easily track student progress indicators during centered learning, as each student has different abilities.

Weekly Evaluation of Center Learning at Pematang Panggang 1 Public Elementary School

At the end of the center rotation, a weekly evaluation is conducted at Pematang Panggang 1 Public Elementary School. Teachers assess all aspects of student development. During the weekly evaluation, teachers are tasked with observing every aspect of their students' development. For each theme, teachers in center learning at Pematang Panggang 1 Public Elementary School assess the students' progress and abilities through assessments. Student assessments in center learning at Pematang Panggang 1 Public Elementary School are conducted to determine whether students understand the concepts planned and presented during playtime. Weekly assessments are conducted after the center rotation ends and are recorded in the weekly assessment rubric. Weekly evaluations at Pematang Panggang 1 Public Elementary School are based on the Weekly Learning Implementation Plan (RPPM). The weekly activity plan is a theme network (web) at Pematang Panggang 1 Public Elementary School. The theme network contains projects that are developed into learning activities. At the end of the theme, a culminating activity is held to demonstrate learning outcomes. The peak activity of the theme is held on Special

Friday, namely in the form of activities making typical Mesuji or Ogan Komering Ilir food, eating together, exhibitions of works, performances, harvesting, and visits.

Mid-Semester Evaluation of Centered Learning at Pematang Panggang 1 Public Elementary School

At mid-semester, a mid-semester evaluation is conducted in which teachers assess all aspects of the themes implemented up to the mid-semester. The mid-semester evaluation at Pematang Panggang 1 Public Elementary School, in centered learning, is conducted at the mid-semester. This assessment involves observing the progress of each theme implemented up to the mid-semester. This evaluation serves as a reference for teachers in developing lesson plans for each student. This learning evaluation not only assesses student progress in centered learning but also assesses the extent of teacher success in centered learning at Pematang Panggang 1 Public Elementary School. Careful observation and accurate assessment are crucial for teachers, as these assessments inform the development of follow-up plans for subsequent learning.

End-of-Semester Evaluation for Centered Learning at Pematang Panggang 1 Public Elementary School

At the end of the semester, a final evaluation is conducted in which teachers assess all themes implemented until the end of the semester. This final evaluation is conducted to assess student progress throughout the semester, based on daily, weekly, and mid-semester evaluations. The assessments during the centered learning at Pematang Panggang 1 Public Elementary School include not only student assessments but also the performance of educators and administrators, the learning program, and group administration. This final evaluation is based on the Semester Program (Promes) developed at the beginning of the school year. This final evaluation is also used to measure the success of the Semester Program (Promes). All evaluations of student progress during centered learning activities at Pematang Panggang 1 Public Elementary School are essentially a form of accountability from the educational institution, namely Pematang Panggang 1 Public Elementary School, to parents. No matter how simple, the report must be submitted by teachers to parents. This final semester assessment aims to see the extent to which students have developed in participating in learning at Pematang Panggang 1 Public Elementary School according to the developmental stage and class level of students at Pematang Panggang 1 Public Elementary School during the learning center.

D. Conclusion

Based on the research findings, it can be concluded that the center-based learning management approach at Pematang Panggang 1 Public Elementary School is implemented through a comprehensive and systematic framework encompassing planning, organization, execution, and oversight. The key findings reveal a well-

structured model where management begins with detailed program planning for both learning and development. This is followed by a clear organizational structure based on the primary duties and functions of each staff member. The execution of programs is carried out in alignment with these plans, and supervision is conducted through a dual-layer system: internally by the school principal, and externally by the District Education Office Technical Implementation Unit, alongside Elementary School and Teacher Supervisors. The learning process itself is structured around four distinct centers preparation, nature, blocks and creativity, and acting and physical exercise rotated from Monday to Thursday, with Fridays dedicated to thematic culmination activities. Each daily session follows a consistent pedagogical rhythm, moving from morning play, to circle time, instructional input, center-based play, and concluding with a reflective circle. Evaluation is tiered and continuous, incorporating daily, weekly, mid-semester, and end-of-semester assessments to monitor progress and report to parents. The practical implication of this study is that a well-managed, center-based approach provides a robust and replicable model for early childhood education. By integrating structured routines with varied, play-based learning environments, the school effectively balances academic and developmental goals. The multi-level supervision ensures accountability and quality control, while the tiered evaluation system provides a comprehensive view of student growth. This model demonstrates that intentional management of time, space, and personnel can create a dynamic learning ecosystem that supports holistic child development. Future research should investigate the direct impact of this center-based model on specific student learning outcomes compared to traditional classroom settings. Additionally, exploring the adaptability of this approach in different school contexts with varying resources would be valuable. Finally, a deeper examination of the effectiveness of the external supervision mechanisms in enhancing teacher performance and curriculum fidelity could provide insights for educational policy and administrator training.

E. Acknowledgement

We would like to express our acknowledgment to our respondents, colleagues who helped us in this article.

References

- Abarua, H., & Aihena, M. (2024). The Influence of the Beyond Centers and Circles Time (BCCT) Approach and the DRILL Method on Children's Cognitive Development in PAUD Ambon City. *KnE Social Sciences*. <https://doi.org/10.18502/kss.v9i31.17587>
- Agil Tri Budhiati, R., & Darsinah, D. (2024). Learning Evaluation Focuses on Block Centers. *Murhum: Jurnal Pendidikan Anak Usia Dini*, 5(1), 180-190. <https://doi.org/10.37985/murhum.v5i1.496>
- Ahiruddin, A. (2025). Research of Management and Supervision: Analysis in Counseling. *Journal of Leadership, Organization, Vision, and Administration*, 1(1), 37-

45. <https://doi.org/10.63203/lova.v1i1.424>
- Apat, M. Q. (2022). Public School Science Teachers' Perceptions on the Effectiveness of Center-Based Learning Approach: A Content Knowledge-Based Method. *Special Education*, 2(43).
- Arda Tuncdemir, T. B. (2025). Integrating Social-Emotional Learning through Play: Perspectives from Early Childhood Educators. *Journal of Research in Childhood Education*, 1-19. <https://doi.org/10.1080/02568543.2025.2567504>
- Bogdan, Robert, C., Biklen, & Matthews. (2024). *Qualitative Research for Education, An Introduction to Theory and Methods*. Syracuse New York: Syracuse University Press.
- Boysen, M. S. W., Sørensen, M. C., Jensen, H., Von Seelen, J., & Skovbjerg, H.-M. (2022). Playful Learning Designs in Teacher Education and Early Childhood Teacher Education: A Scoping Review. *Teaching and Teacher Education*, 120, 103884. <https://doi.org/10.1016/j.tate.2022.103884>
- Dewia, E. R., & Alam, A. A. (2020). Transformation Model for Character Education of Students. *Cypriot Journal of Educational Sciences*, 15(5), 1228-1237. <https://doi.org/10.18844/cjes.v15i5.5155>
- Hadani, H. S., Winthrop, R., & Hirsh-Pasek, K. (2021). *Playful Learning Landscapes: Convergence of Education and City Planning* (pp. 151-164). https://doi.org/10.1007/978-981-16-0983-1_11
- Hamzah, M. Z., Vega, N. D., Rahayu, S., Ummah, S., & Pattiasina, P.J. (2023). Role-Playing Method for Language Development in Elementary School. *Journal of Childhood Development*, 3(2), 36-47. <https://doi.org/10.25217/jcd.v3i2.3799>
- Hasani, S. (2025). Management Strategy of BCCT Model Implementation in Improving the Quality of Early Childhood Learning: Case Study in Tasikmalaya. *EDUKASIA Jurnal Pendidikan dan Pembelajaran*, 6(1), 537-550. <https://doi.org/10.62775/edukasia.v6i1.1455>
- Hawes, Z., & Ansari, D. (2020). What Explains the Relationship between Spatial and Mathematical Skills? A Review of Evidence from Brain and Behavior. *Psychonomic Bulletin & Review*, 27(3), 465-482. <https://doi.org/10.3758/s13423-019-01694-7>
- Hidajat, H. G., Hanurawan, F., Chusniyah, T., & Rahmawati, H. (2020). Why I'm Bored in Learning? Exploration of Students' Academic Motivation. *International Journal of Instruction*, 13(3), 119-136. <https://doi.org/10.29333/iji.2020.1339a>
- Jasman, R. (2022). *Learning Model*. Semarang: Dinas Pendidikan Prop. Jawa Tengah).
- Karcher, E. L., Koltes, D., Wenner, B., & Wells, J. (2022). Sparking Curiosity and Engagement through Online Curriculum. *Poultry Science*, 101(2), 101577. <https://doi.org/10.1016/j.psj.2021.101577>
- Moleong, L. J. (2021). *Qualitative Research Methodology*. PT Remaja Rosdakarya. .
- Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2024). Demystification and Actualisation of Data Saturation in Qualitative Research through Thematic Analysis. *International Journal of Qualitative Methods*, 23. <https://doi.org/10.1177/16094069241229777>
- Nicholas, M., Rouse, E., & Paatsch, L. (2021). Child-Centred Teaching: Helping Each Child to Reach Their Full Potential. *Education Sciences*, 11(6), 280. <https://doi.org/10.3390/educsci11060280>

- Purwulan, H. (2024). A Study of Cognitive and Psychological Development of Children in Lower Elementary School Grades. *Jurnal Jendela Pendidikan*, 4(04), 375–382. <https://doi.org/10.57008/jjp.v4i04.995>
- Sahir, T. R. A., & Zainuddin, F. (2024). Implementation of the Beyond Centers and Circle Time (BCCT) Learning Model in Increasing the Learning Activity of Class I Students in the Islamic Religious Education Subject of Character Education at SD Inpres Buttadidia, Gowa Regency. *Nine Stars Education: Jurnal Ilmu Pendidikan dan Keguruan*, 55–64.
- Saro, J. M., & Pelesco, E. N. (2025). Efficacy of Center-Based Learning on Students' Science Performance. *Asian Journal of Education and Social Studies*, 51(7), 557–563. <https://doi.org/10.9734/ajess/2025/v51i72146>
- Soleha, M. M., & Anjani, R. (2025). Beyond Centers and Circle Time (BBCT) Approach in Early Childhood. *Kumarottama: Jurnal Pendidikan Anak Usia Dini*, 4(2), 22–31. <https://doi.org/10.53977/kumarottama.v4i2.1628>
- Tarlao, C., Leclerc, F., Brochu, J., & Guastavino, C. (2024). Current Approaches to Planning (with) Sound. *Science of The Total Environment*, 931, 172826. <https://doi.org/10.1016/j.scitotenv.2024.172826>
- Wang, L., Li, M., Yang, T., Wang, L., & Zhou, X. (2021). Mathematics Meets Science in the Brain. *Cerebral Cortex*, 32(1), 123–136. <https://doi.org/10.1093/cercor/bhab198>
- Werdiningsih, W., & Rochmah, E. Y. (2023). Analysis of PAUD Learning Model Beyond Centers and Circle Time (BCCT) and Its Implementation In Educational Institutions. *WISDOM: Jurnal Pendidikan Anak Usia Dini*, 4(1), 69–78. <https://doi.org/10.21154/wisdom.v4i1.5187>