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Improving Student Learning Outcomes Through the Application of the Beyond Centre and Circle Time (BCCT) Method in Grade V Students at SD Negeri 0702 Panyabungan

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ABSTRAK

Berdasarkan hasil penelitian dapat diambil kesimpulan bahwa: (1) Hasil belajar siswa kelas V SD Negeri 0702 Panyabungan masih rendah yaitu siswa yang nilai di atas KKM 75 ada 9 siswa dengan persentase 40,91 % dan 13 siswa mendapat nilai di bawah KKM dengan persentase 56,09%. (2) Peningkatan hasil belajar siswa melalui penerapan metode Beyond Centre And Circle (BCCT) siswa kelas V SD Negeri 0702 Panyabungan Pada siklus I sudah mulai meningkat yaitu ada 13 siswa yang mendapat nilai di atas KKM 75 dengan persentase 59,09% dan 9 siswa mendapat nilai di bawah KKM dengan persentase 40,91%. Pada siklus II sudah meningkat yaitu ada 21 siswa yang mendapat nilai di atas KKM 75 dengan persentase 95,45% dan 1 siswa mendapat nilai di bawah KKM dengan persentase 4,55%. Maka dapat disimpulkan dengan penerapan metode Beyond Centre And Circle (BCCT) dapat meningkatkan hasil belajar siswa kelas V SD Negeri 0702 Panyabungan.

ABSTRACT

Based on the research results, it can be concluded that: (1) The learning outcomes of fifth grade students of SD Negeri 0702 Panyabungan are still low, namely 9 students with scores above the KKM 75 with a percentage of 40.91% and 13 students got scores below the KKM with a percentage of 56.09%. (2) Improving student learning outcomes through the application of the Beyond Center And Circle (BCCT) method for fifth-grade students of SD Negeri 0702 Panyabungan In cycle I, it has started to increase, namely 13 students got scores above the KKM 75 with a percentage of 59.09% and 9 students got scores below the KKM with a percentage of 40.91%. In cycle II, there was an increase, with 21 students scoring above the KKM of 75, representing 95.45%, and 1 student scoring below the KKM, representing 4.55%. Therefore, it can be concluded that the application of the Beyond Center And Circle (BCCT) method can improve the learning outcomes of fifth-grade students at SD Negeri 0702 Panyabungan.

1. INTRODUCTION

The role of education is very important in life in influencing the growth and development of good thinking, attitudes, and behavior so that in the future it will create knowledgeable, creative, and quality human resources. Article 1, Paragraph 1 of Law Number 20 of 2003 on the National Education System states that: Education is a conscious and planned effort to create a learning environment and learning process so that students actively develop their potential to possess spiritual strength, religious values, self-discipline, character, moral intelligence, and the skills required by themselves, society, the nation, and the state.

The success of education is largely determined by its ability to change students. This change refers to the ability to nurture and develop students' potential so that they can directly benefit from it in their personal development. In addition, teachers must also have adequate and relevant educational backgrounds in their respective fields (Putri and Zuryanty 2020:55).

Quality education cannot be separated from the role of teachers in the learning process. Teachers are required to be able to create a conducive learning situation, namely active, effective, creative, and innovative learning that can improve student learning outcomes. The success or failure of educational goals depends on the learning process that teachers apply to their students (Siregar et al. 2023:322). Teaching is not an easy job. To convey lesson materials,

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it is not merely about speaking or conveying knowledge information alone, but requires thoughtful and deliberate actions through a series of learning activities.

Every student has different potentials and abilities. Not all individuals possess the same abilities. Therefore, it is the teacher's responsibility to identify the learning abilities of each student. When selecting a teaching style, teachers must first consider the learning abilities of their students, as these abilities vary from one student to another. This is because students' learning styles are the processes through which they acquire knowledge effectively, while teachers' teaching styles are the processes through which they transfer knowledge or information to their students.

Elementary school students need the right methods to maximize their potential. However, in direct classroom learning, teachers often fail to apply an appropriate approach to learning, resulting in obstacles to student development, such as the problems found by researchers during their observations of learning, including: Teachers' failure to apply an appropriate approach to learning, which ultimately causes students to become bored with the material being taught, resulting in obstacles to the learning process. These issues are the responsibility of teachers to address by fostering various forms of knowledge among students through diverse learning activities, thereby stimulating the emergence of positive learning outcomes.

Improving learning outcomes in elementary schools is based on the necessity to implement learning methods, because methods serve as a driving force in overcoming weaknesses in learning outcomes and as a means of finding solutions to problems encountered in learning activities. Similarly, the use of appropriate methods can be an important part of efforts to improve student learning outcomes, in order to develop students' intelligence and skills. Another way to improve student learning outcomes is by instilling awareness among students about the importance of learning in the classroom as part of the moral system.

Based on observations conducted by researchers in Grade V of SD Negeri 0702 Panyabungan, student learning outcomes are still below the minimum passing grade of 75. Of the 22 students, only 9 have achieved the minimum passing grade, while 13 students have not. This is because students have not been given the freedom to learn by playing in their own way, making the classroom feel tense. Some students are still unmotivated and passive in their learning, and student involvement in the learning process is still suboptimal. This is because students simply accept what is taught by the teacher without understanding how to seek information, where to obtain results, and so on. Teachers tend to give instructions, use teacher-centered methods, and employ the DDCH (sit, listen, write, memorize) learning system.

One appropriate solution to overcome the above problems is to implement the *Beyond Center Circle Time* (BCCT) learning method. The *Beyond Center Circle Time* (BCCT) learning method is a learning method with the concept of learning while playing or playing while learning in student education. This learning method has the main characteristics of providing scaffolding with the aim of building students' concepts of rules, ideas, and knowledge, as well as the concepts of play density and intensity. The focus is on the students and the learning process takes place in play centers while the students are in a circle. The play centers are equipped with a set of play tools that serve as the play environment needed to support student development (Ansori 2022:162).

The *Beyond Center Circle Time* (BCCT) learning method aims to stimulate students to play actively in play centers. Thus, it is the students who are actively learning, not the teachers. Students are treated as "autonomous subjects" who are free to develop their abilities to the

fullest. Meanwhile, the teacher's role is more "passive" than active. It is considered "passive" because the teacher's role is limited to motivating, facilitating, accompanying, and providing guidance. The guidance referred to here is support that varies according to the students' level of development or sensitive period. A distinctive feature of the BCCT approach is sitting in a circle. This is why this approach is called the "circle time." To stimulate student development at higher stages, this approach uses four platforms: the play environment platform (preparation), the pre-play platform, the during-play platform, and the post-play platform.

In other words, in this approach, all learning activities focus on students as the subject of "learning" so that students are assisted in developing themselves in accordance with their respective talents, potential, and interests. Key aspects of implementing the BCCT learning model include: play intensity and play density. Play intensity refers to the time required for students to engage in three types of play throughout the day and throughout the year, while play density refers to the various ways of playing within each type of play provided to support children's experiences.

Based on the background description above, the author chose the title: "Improving Student Learning Outcomes Through the Application of the *Beyond Centre and Circle Time* (BCCT) Method for Fifth Grade Students at SD Negeri 0702 Panyabungan."

2. METHOD

The type of research used in this study is classroom action research (CAR). CAR is known as classroom action research, abbreviated as CAR. CAR has attracted the attention of education experts worldwide, in line with changes in society's perception of the role of educators as a profession that is no longer inferior. Education practitioners around the world are striving to position the teaching profession as equal to other professions. While teachers were once considered semi-professionals, their work is now being guided toward becoming a fully recognized profession (Priatna 2022:20). The research was conducted during the 2023/2024 academic year, spanning five months from February to June 2024.

The data collection techniques used in this study are as follows:

a. Observation

   According to Juanda in (A. W. Hasibuan, Siregar, and Harahap 2023), observation is a process of observation carried out by an observer by participating in the lives of the people being observed. The observer acts sincerely as a member of the group being observed. If the observer only pretends to participate in the lives of the people being observed, this is called quasi-participant observation.

b. Test

   According to Hasan (Parsa 2017:3), tests are specially designed data collection tools. The specificity of tests can be seen from the construction of the items (questions) used. This statement focuses more on tests as a data collection tool. Indeed, data collection is not only found in research procedures but also in evaluation procedures. In other words, to collect evaluation data, teachers need a tool, one of which is a test. A test can take the form of questions. Therefore, the types of questions, the wording of the questions, and the answer patterns provided must meet a set of strict criteria. Similarly, the time allotted for answering the questions and the administration of the test are also specifically regulated. These requirements differ from those of other data collection tools. Tests are conducted at the end of each cycle to determine the effectiveness of descriptive learning.

c. Documentation method

   Documentation consists of written materials. Researchers use a documentation checklist as a tool to review documents used to support research data.

3. RESULTS AND DISCUSSION

Result

a. Research Findings in *the Pre*-Cycle

The findings of this pre-cycle study indicate that the learning outcomes of fifth-grade students at SD Negeri 0702 Panyabungan prior to the implementation of the *Beyond Centre and Circle Time* (BCCT) method were still low. For further details, please refer to the following table: The pre-cycle test results above show a total score of 1,365, with an average student score of 62.05, the highest score being 80, and the lowest score being 40. The frequency distribution of the pre-cycle test results is as follows:

Table 1: Percentage of Learning Outcomes of Students in the Pre-Cycle

KKM	Description	Number of Students	Percentage
Score > 75	Completed	9	40
Score < 74	Not Complete	13	59.09
Number		22	100

The table above shows that the pre-cycle scores of students with scores above the minimum passing grade of 75 were 9 students with a percentage of 40.91% and 13 students with scores below the minimum passing grade with a percentage of 56.09%.

b. Research Findings in Cycle I

The research findings in Cycle I indicate that the learning outcomes of students through the application of the *Beyond Centre and Circle Time* (BCCT) method in Grade V of SD Negeri 0702 Panyabungan can be seen in the students' learning outcomes, which obtained a total score of 1,600 , with an average score of 72.73, the highest score of 80, and the lowest score of 50. The frequency distribution of the learning outcomes test in Cycle I is as follows:

Table 2 Percentage of Student Learning Outcomes Cycle I

KKM		Number of Students	Percentage
Score > 75	Pass	13	59
Score < 74	Not Complete	9	40.91
Total		22	100

Based on the frequency table of learning outcomes above through the application of *the Beyond Centre and Circle Time* (BCCT) method, fifth-grade students at SD Negeri 0702 Panyabungan in cycle I began to improve, with 13 students scoring above the minimum passing grade of 75, representing 59.09%, and 9 students scoring below the minimum passing grade, representing 40.91%. The low mathematics learning outcomes of students in Cycle I were due to students not yet being accustomed to the approach applied. Additionally, many students were still unfamiliar with the educational games used in detail. Furthermore, many students still had weaknesses in understanding the problems given.

c. Research Findings in Cycle I

The research findings in Cycle II indicate that the learning outcomes of students through the implementation of the *Beyond Centre and Circle Time* (BCCT) method in Grade V of SD Negeri 0702 Panyabungan show that the learning outcomes of students in Cycle II obtained a total score of 1815, with an average score of 82.50. The highest score was 90 and the lowest score was 70. The frequency distribution of learning outcomes in Cycle I is as follows:

Table 3: Percentage of Student Learning Outcomes at in Cycle II

KKM	Description	Number of Students	Percentage
Score > 70	Pass	2	95
Score < 69	Not Complete	1	4.55
Total		22	100

Based on the frequency table of learning outcomes above after the implementation of *the Beyond Centre and Circle Time* (BCCT) method, the fifth-grade students of SD Negeri 0702 Panyabungan in cycle II showed an improvement, with 21 students scoring above the minimum passing grade of 75, representing 95.45%, and 1 student scoring below the minimum passing grade, representing 4.55%. The improvement in learning outcomes in Cycle II was attributed to the students' familiarity and proficiency in using educational tools and recognizing the components of educational games employed in the approach implemented by the researcher.

Discussion

The discussion contains descriptions and explanations of the results of the classroom actions that were carried out. The topics discussed in the discussion are related to the research problems and action hypotheses. The results of this study are a collaborative effort between the researchers and the teachers of SD Negeri 0702 Panyabungan.

The learning process implemented through the application of the *Beyond Centre and Circle Time* (BCCT) method for fifth-grade students at SD Negeri 0702 Panyabungan during the intervention period has shown improvement. Teachers have provided sufficient encouragement and motivation to students to increase their activity and learning outcomes so that they are active in the learning process.

Through the implementation of the *Beyond Centre and Circle Time* (BCCT) method, students can learn many things without feeling pressured, the relationship between educators and students becomes closer, students are encouraged to express their opinions, and they become more capable of expressing themselves and exploring their potential.

Based on the learning outcomes in each cycle, it is known that in the learning process with the application of the *Beyond Centre and Circle Time* (BCCT) method, the learning outcomes of fifth-grade students at SD Negeri 0702 Panyabungan increased significantly. For a clearer comparison of the learning outcomes of the students, see the following diagram:

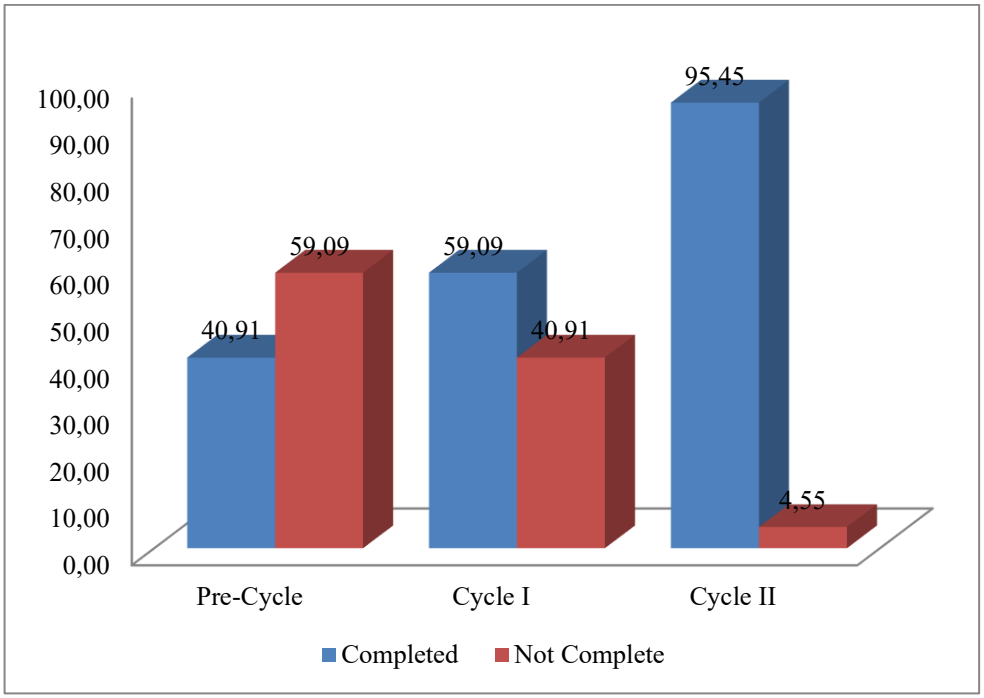

Figure 1. Graph of Pre-Cycle, Cycle I, and Cycle II

Based on the graph above, it can be seen that the implementation of the *Beyond Centre and Circle Time* (BCCT) method for fifth-grade students at SD Negeri 0702 Panyabungan resulted in improved student learning outcomes in each cycle. In the pre-cycle, there were 9 students with scores above the minimum passing grade (KKM) of 75, representing 40.91% , and 13 students scored below the KKM, representing 56.09%. In Cycle I, there was an improvement, with 13 students scoring above the KKM of 75, representing 59.09%, and 9 students scoring below the KKM, representing 40.91%. In Cycle II, there was an improvement, with 21 students achieving scores above the KKM of 75, representing 95.45%, and 1 student scoring below the KKM, representing 4.55%.

Based on the results of the research conducted, it is clear that the *Beyond Centre and Circle Time* (BCCT) method enables students to learn many things without feeling pressured, fosters close relationships between educators and students, encourages students to be brave in expressing their opinions, and enhances students' ability to express themselves and explore their potential. In line with the opinion of , in *Beyond Centre and Circle Time* (BCCT), students are encouraged to actively engage in play-based learning activities at learning centers. Educators primarily act as motivators and facilitators by providing guidelines. These guidelines are given before and after play in a circular seating arrangement, known as the "Circle Time." Other guidelines include environmental guidelines (setting and environmental diversity) and individual guidelines provided to each child during play. This learning model is designed to develop the potential and interests of each child.

One learning model that can be used so that children do not feel bored and have the freedom to play while learning is the *Beyond Center Circle Time* (BCCT) learning model. BCCT or center and circle learning is a learning model with the concept of learning while playing or playing while learning.

4. CONCLUSION

Based on the results of the research conducted by the author, the following conclusions and recommendations can be drawn:

1. The learning outcomes of fifth-grade students at SD Negeri 0702 Panyabungan are still low, with 9 students scoring above the minimum competency standard (KKM) of 75, representing 40.91%, and 13 students scoring below the KKM, representing 56.09%.
2. Improvement in student learning outcomes through the implementation of the *Beyond Centre and Circle Time* (BCCT) method for fifth-grade students at SD Negeri 0702 Panyabungan In Cycle I, there was an initial improvement, with 13 students achieving scores above the minimum competency standard (KKM) of 75, representing 59.09%, and 9 students scoring below the KKM, representing 40.91%. In Cycle II, there was a further improvement, with 21 students scoring above the KKM of 75, representing 95.45%, and 1 student scoring below the KKM, representing 4.55%. Therefore, it can be concluded that the implementation of the *Beyond Centre and Circle Time (*BCCT) method can improve the learning outcomes of fifth-grade students at SD Negeri 0702 Panyabungan.

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