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DESCRIPTIVE ANALYSIS OF THE CENTER-BASED LEARNING MODEL ON RELIGIOUS AND MORAL VALUES OF CHILDREN AGED 5-6 YEARS AT TK PARAMATA BUNDA

ANALISIS DESKRIPTIF MODEL PEMBELAJARAN BERBASIS SENTRA TERHADAP NILAI-NILAI AGAMA DAN MORAL PADA ANAK USIA 5-6 TAHUN DI TK PARAMATA BUNDA

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Abstract

This study aims to describe the implementation of the center-based learning model and the religious and moral values of children aged 5-6 years at TK Paramata Bunda, Palopo City. The research employed a quantitative approach with a descriptive method. The population consisted of all Group B children totaling 75 students, with a sample of 15 children selected using simple random sampling technique. Data were collected through observation, questionnaires, and documentation. The questionnaire instrument consisted of 23 statements measured using a modified Likert scale with three response options: Sufficient (C), Good (B), and Very Good (SB). Data analysis used descriptive statistics including mean, median, and mode. The results showed that: (1) TK Paramata Bunda implements a center-based learning model with eight types of centers (IMTAQ Center, English Center, Preparation Center, Natural Materials Center, Block Center, Art/Role Play Center, Digital Center, and Life Skill Center), where religious and moral values are thematically integrated into every center activity through habituation, exemplary behavior, and structured play; (2) all 15 respondents (100%) achieved religious and moral values in the "Very Good" category with a score range of 55-69, the highest score achieved was 69, and the lowest score was 57, with an overall average of 64.4. These findings indicate that the center-based learning model has made a significant positive contribution to the development of religious and moral values in early childhood.

Keywords : Center-Based Learning Model, Religious Values, Moral Values, Children Aged 5-6 Years.

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan model pembelajaran berbasis sentra serta nilai-nilai agama dan moral pada anak usia 5-6 tahun di TK Paramata Bunda, Kota Palopo. Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif. Populasi penelitian mencakup seluruh anak Kelompok B yang berjumlah 75 siswa, dengan sampel sebanyak 15 anak yang dipilih menggunakan teknik pengambilan sampel acak sederhana (*simple random sampling*). Data dikumpulkan melalui observasi, kuesioner, dan dokumentasi. Instrumen kuesioner terdiri dari 23 pernyataan yang diukur menggunakan skala Likert yang dimodifikasi dengan tiga pilihan jawaban: Cukup (C), Baik (B), dan Sangat Baik (SB). Analisis data menggunakan statistik deskriptif yang meliputi nilai rata-rata (*mean*), median, dan modus. Hasil penelitian menunjukkan bahwa: (1) TK Paramata Bunda menerapkan model pembelajaran berbasis sentra dengan delapan jenis sentra (Sentra IMTAQ, Sentra Bahasa Inggris, Sentra Persiapan, Sentra Bahan Alam, Sentra Balok, Sentra Seni/Bermain Peran, Sentra Digital, dan Sentra Keterampilan Hidup), di mana nilai-nilai agama dan moral diintegrasikan secara tematis ke dalam setiap kegiatan di sentra melalui pembiasaan, keteladanan, dan permainan terstruktur; (2) seluruh 15 responden (100%) mencapai tingkat nilai agama dan moral dalam kategori "Sangat Baik" dengan rentang skor 55-69; skor tertinggi yang dicapai adalah 69 dan skor terendah adalah 57, dengan nilai rata-rata keseluruhan sebesar 64,4. Temuan ini mengindikasikan bahwa model pembelajaran berbasis sentra telah memberikan kontribusi positif yang signifikan terhadap pengembangan nilai-nilai agama dan moral pada anak usia dini.

Kata Kunci : Model Pembelajaran Berbasis Sentra, Nilai-Nilai Keagamaan, Nilai-Nilai Moral, Anak Usia 5–6 Tahun.

1. INTRODUCTION

Early Childhood Education (PAUD) plays a crucial role as the initial foundation in shaping children's character and basic abilities. During this golden age, appropriate stimulation through learning-while-playing methods can optimize cognitive, social-emotional, language, and motor development. Early Childhood Education (PAUD) also plays a critical role in shaping a generation with character aligned with Indonesian national values. Based on Law Number 20 of 2003 Article 3, the national education objectives encompass holistic development of children's potential, including moral and spiritual aspects. The center-based classroom model, or Beyond Center and Circle Time (BCCT), is an approach developed through in-depth theoretical studies and practical field experience by the Creative Center for Childhood Research and Training (CCCRT) located in Florida, United States. This approach represents one of the most innovative developments in early childhood education.

In the Quran, QS. An-Nahl verse 125 states: "Invite to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is [rightly] guided." According to the exegesis of Ibn Kathir regarding this verse, the Bil Hikmah method is an educational approach that emphasizes the use of knowledge and wisdom as its main foundation. This verse becomes the primary philosophical basis for the Center Model, which is essentially the application of "hikmah" (wisdom) in education. Each center (IMTAQ Center, Block Center, etc.) is designed as a "good lesson" (mau'izhah hasanah) that is concrete, engaging, and appropriate for the children's world.

Religious and moral values constitute the main foundation in shaping children's character. These values encompass obedience to religion and how children interact with family, society, and play an active role in national life. Indonesia, as a nation diverse in ethnicities and religions, faces challenges where technological advancement and modern era development have caused many people to grow and develop while forgetting religious and moral values. Even awareness in Indonesia and other countries frequently encounters juvenile delinquency, violence, and criminal behavior. In responding to these

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moral degradation challenges, the role of education becomes crucial. The "intelligence" referred to in the Preamble of the 1945 Constitution is not limited to intellectual intelligence alone but also encompasses spiritual, moral, and social intelligence.

Based on an interview conducted with the principal of TK Paramata Bunda on November 10, 2025, she stated: "In practice, we observe that an approach that truly places children as active subjects (child-centered) has far greater impact. Children do not merely listen to lectures about religion but experience it directly through play." Furthermore, based on accounts from the IMTAQ center teacher, efforts to instill religious and moral values face a fundamental challenge: children's increasingly shortened attention spans due to excessive exposure to gadgets. Children have become accustomed to fast and instant digital stimulation, making conventional learning methods less effective.

The importance of the role of parents and teachers in children's growth and development for the future led the researcher to conduct this study entitled "Descriptive Analysis of the Center-Based Learning Model on Religious and Moral Values of Children Aged 5-6 Years at TK Paramata Bunda." The research problems formulated were: (1) What is the description of the implementation of the center-based classroom model at TK Paramata Bunda for children aged 5-6 years? (2) What is the description of the religious and moral values of children aged 5-6 years at TK Paramata Bunda through center-based classroom learning? The objectives of this research were: (1) To determine the description of the implementation of the center-based classroom model at TK Paramata Bunda for children aged 5-6 years; (2) To determine the description of the religious and moral values of children aged 5-6 years at TK Paramata Bunda through center-based classroom learning.

2. RESEARCH METHOD

This research employed a quantitative approach with a descriptive method. This approach was chosen to describe the development of children's religious and moral values systematically, factually, and accurately. The data collected were in the form of numerical data which were then analyzed using descriptive statistical techniques such as mean, median, and mode. The selection of this analytical technique was based on its suitability for providing an objective description of tendencies, distributions, and categories of each measured indicator on a ratio scale.

The research was conducted at TK Paramata Bunda, located at Jalan Hasanuddin, Kelurahan Batupasi, Kecamatan Wara Utara, Palopo City. The research was carried out from November 2025 to February 2026.

The population in this study consisted of all Group B children aged 5-6 years at TK Paramata Bunda for the academic year 2025/2026, totaling 75 students. The sample in this study was determined using simple random sampling technique. This technique was chosen because all population members had homogeneous characteristics as children aged 5-6 years at TK Paramata Bunda who all participated in center-based learning, giving each population member an equal opportunity. The selected research sample was 15 students.

Table 1. Population and Sample Distribution

No	Class	Total Students
1	Apple	15
2	Water Melon	15
3	Guava	15
4	Pine Apple	15
5	Avocado	15
	Total	N = 75, Sample = 15

Source: TK Paramata Bunda Administration Data, 2025/2026

The data collection techniques used in this research were: (1) Observation – a data collection method by observing and recording events systematically with specific objectives; (2) Documentation – a technique used to provide evidence related to the research process; (3) Questionnaire – an efficient data collection instrument for researchers to understand the variables to be measured and know what

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can be expected from respondents. The questionnaire consisted of closed statements with a checklist format.

The research instruments served as standardized measurement tools to collect primary numerical data. The instruments included: (1) Center-Based Model Implementation Observation Sheet – measuring the independent variable, namely the implementation of the center-based model by teachers, covering aspects of learning environment management, teacher roles, children's interaction, and integration of religious and moral values; (2) Children's Religious and Moral Values Observation Sheet – developed to measure the dependent variable based on Permendikbud No. 137 of 2014 on National Standards for Early Childhood Education and Lickona's (1991) child moral development theory, covering religious values (recognition of God, gratitude, emulating commendable behavior) and moral values (honesty, responsibility, politeness, cooperation, discipline). Both instruments used a modified Likert scale with three response options: (1) Sufficient (C) – the child needs reminding and guidance; (2) Good (B) – the child can perform independently but not yet consistently; (3) Very Good (SB) – the child is consistent, independent without assistance, and can help peers. Categorization determination was conducted as follows: Minimum score = 23 × 1 = 23; Maximum score = 23 × 3 = 69; Range = 69 – 23 = 46; Interval = 46 ÷ 3 = 15.33 (rounded to 15). The assessment categories were: Sufficient (score range 23–38), Good (score range 39–54), and Very Good (score range 55–69).

3. RESULT AND DISCUSSION

Research Results

1. Description of Research Location

TK Paramata Bunda is located at Jl. Sultan Hasanuddin, Palopo City. Geographically situated in the city center, making it very accessible. At its establishment in 2004, the Paramata Bunda Foundation only opened one service: Play Group. In 2005, at the request of parents, the foundation opened services for Kindergarten. Learning activities both inside and outside the classroom use the learning center approach, commonly known as Center-based learning, which focuses on children's play activities. The available centers include: (1) Preparation Center, (2) Natural Materials Center, (3) Block Center, (4) IMTAQ Center, (5) Art/Role Play Center, (6) Digital Center, (7) Life Skill Center, and (8) English Center. The target of TK Paramata Bunda's education is children aged 4-6 years divided into two learning groups: Group A for children aged 4-5 years and Group B for children aged 5-6 years. The total number of students at TK Paramata Bunda for the 2025/2026 academic year was 150 children. All students are Muslim. Approximately 80% of students come from office worker families.

2. Respondent Characteristics

The respondents in this study numbered 15 children, all of whom were students at TK Paramata Bunda. Respondent characteristic data included initials, gender, age, and class.

Table 2. Summary of Respondent Characteristics

No	Name (Initials)	Gender	Age	Class
1	AF	M	6	B Apple
2	AA	M	6	B Apple
3	AS	F	6	B Apple
4	K	M	6	B Water Melon
5	NI	F	6	B Water Melon
6	MK	F	6	B Water Melon
7	N	M	6	B Avocado
8	A	F	6	B Avocado
9	A	M	5	B Avocado
10	A	F	6	B Pine Apple
11	AA	M	6	B Pine Apple
12	IK	M	6	B Pine Apple

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13	MN	M	5	B Guava
14	MQ	M	6	B Guava
15	AH	M	6	B Guava

Source: Research Data, 2026

3. Data Description

The variable of children's religious and moral values was measured using a questionnaire instrument consisting of 23 statements. Each statement item was assessed using a Likert scale with the following criteria: Score 1 = Sufficient (child needs reminding and guidance), Score 2 = Good (child can perform independently but not yet consistently), Score 3 = Very Good (child is consistent, independent without assistance, and can help peers).

4. Religious and Moral Values Achievement Categories

Based on data collection from 15 respondents, the religious and moral values scores of children aged 5-6 years were obtained as follows:

Table 3. Religious and Moral Values Scores of Children Aged 5-6 Years

No	Name (Initials)	Gender	Age	Score	Category
1	AF	M	6	66	Very Good
2	AA	M	6	62	Very Good
3	AS	F	6	69	Very Good
4	K	M	6	65	Very Good
5	NI	F	6	67	Very Good
6	MK	F	6	65	Very Good
7	N	M	6	69	Very Good
8	A	F	6	66	Very Good
9	A	M	5	61	Very Good
10	A	F	6	62	Very Good
11	AA	M	6	61	Very Good
12	IK	M	6	69	Very Good
13	MN	M	5	63	Very Good
14	MQ	M	6	67	Very Good
15	AH	M	6	57	Very Good

Source: Research Data, 2026

Based on the score data obtained from 15 respondents of children aged 5-6 years, it can be concluded that all children possess religious and moral values in the "Very Good" category within the range of 55-69. The highest score achieved was 69, while the lowest score was 57. Overall, the score distribution shows that out of 15 students, 13 students aged 6 years had scores ranging from 57 to 69, and 2 students were aged 5 years. Based on gender, 10 male students had scores ranging from 57 to 69, while 5 female students had scores between 62 and 69. The average score for male students was 64.0 and the average score for female students was 65.8, so descriptively, female students had a slightly higher average religious and moral values score compared to male students. Two 5-year-old students obtained scores of 61 and 63, which are below the overall average of 64.4.

Discussion

1. Implementation of Center-Based Classroom at TK Paramata Bunda

Based on the observation results, TK Paramata Bunda implements a center-based learning system with eight types of centers. The IMTAQ Center focuses on religious and moral values, where children are introduced to the concept of divinity, simple worship, and moral values such as honesty, responsibility, and compassion through stories, religious songs, and Islamic-themed role play. Before starting learning, activities begin with tahfizh for scheduled children. When submitting memorization, children not only recite verses of the Holy Quran but also provide hand signals corresponding to the meaning or movements taught for each verse. After tahfizh activities, all children participate in morning assembly. Subsequently, children enter the classroom according to their rotation schedule,

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where teachers and children sit together in a circle. Activities during the circle time include providing advice and exemplary behavior such as mutual respect, discipline, patience, and politeness, followed by habituation practices such as saying greetings, reading prayers before and after activities, explanation of the weekly theme, then core activities including ablution songs, ablution practice, dhuha prayer, istighfar, and playing Islamic songs such as the Five Pillars of Islam and the Six Articles of Faith.

The English Center focuses on developing children's language abilities through vocabulary introduction, naming surrounding objects, and memorizing simple English expressions through songs, picture cards, and interactive games. The Preparation Center provides children with opportunities for reading, writing, and counting skills. The Natural Materials Center focuses on natural source materials where children explore with sand, water, soil, leaves, twigs, and seeds. The Block Center enhances children's visual-spatial abilities through assembling, stacking, and arranging blocks of various shapes and sizes. The Art/Role Play Center focuses on developing creativity, artistic expression, and communication skills. The Digital Center prepares students to adapt to technological advancement creatively and develops digital literacy. The Life Skill Center focuses on real activities that children perform at home to sharpen daily living skills.

Based on the discussion of all centers, it can be concluded that the center-based method serves as an alternative in fostering children's religious and moral values in an integrated manner. All centers begin activities with tahfizh for scheduled children, followed by morning assembly, then entering the classroom for circle time (greetings, prayer before activities, advice and exemplary behavior), and closing with prayer after activities. This consistent pattern instills discipline, responsibility, and worship habits from an early age. Moral values toward Allah are fostered through activities such as reading prayers, being grateful for His creations, and performing ablution and dhuha prayer. Moral values toward fellow humans are fostered through sharing, taking turns, cooperation, role play, and helping each other. Moral values toward the environment are fostered through tidying up play equipment, cleaning play areas, and using natural materials wisely.

2. Description of Religious and Moral Values in Center-Based Classroom Learning

The results of this research describe the achievement of religious and moral values of children aged 5-6 years at TK Paramata Bunda in the context of center-based classroom learning. The findings of this research are consistent with the study results conducted by Mardatillah (2023) at TK Permata Bunda, Bengkulu City, which proved a significant influence of IMTAQ center learning on the religious and moral development of children aged 5-6 years. The alignment between the research results at TK Paramata Bunda, Palopo City, and the findings at TK Permata Bunda, Bengkulu, strengthens the external validity that the center-based approach has a consistent positive effect across locations and research subjects. Although both schools have similar names ("Paramata Bunda" and "Permata Bunda"), they are located in different provinces (Sulawesi and Bengkulu), so similar success in different geographical contexts serves as additional evidence that the center-based learning model is replicable and adaptive to local conditions.

Based on the descriptive analysis results, all students possessed a very good level of religious and moral values. This indicates that the center-based classroom learning implemented has made a positive contribution to the development of children's religious and moral values. Through centers such as the IMTAQ center (e.g., simple worship practice, prayers before and after activities), art/role play center (learning honesty, patience, helping), and block center (learning to share, queue, appreciate peers' work), children gained direct experience in internalizing these values. The very good achievement across all students demonstrates that no child was left behind in the aspect of religious and moral values. The reasoning underlying this finding is that center-based classroom learning is designed with the principle of learning through play, where each center has a specific function in instilling certain values. The internalization process occurs because children experience directly rather than merely listening to lectures or memorization. Values such as honesty, patience, discipline,

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empathy, and justice are practiced contextually and repeatedly in enjoyable settings. In other words, centers serve not only as play areas but also as social and moral laboratories for early childhood.

4. CONCLUSION

Based on the research results and discussion regarding "Descriptive Analysis of the Center-Based Learning Model on Religious and Moral Values of Children Aged 5-6 Years at TK Paramata Bunda," the following conclusions can be drawn:

Description of Center-Based Classroom Model Implementation at TK Paramata Bunda. TK Paramata Bunda implements a center-based learning model with eight types of centers: IMTAQ Center, English Center, Preparation Center, Natural Materials Center, Block Center, Art/Role Play Center, Digital Center, and Life Skill Center. Each center is designed with a child-centered approach and applies four learning scaffolds (environmental scaffold, pre-play scaffold, during-play scaffold, and post-play scaffold). Learning activities begin with tahfizh for scheduled children, followed by morning assembly, then circle time activities including greetings, prayer before activities, advice and exemplary behavior, and closing with prayer after activities. Religious and moral values are thematically integrated into every center activity, such as gratitude for Allah's creations, honesty, cooperation, responsibility, discipline, empathy, and environmental awareness.

Description of Religious and Moral Values of Children Aged 5-6 Years at TK Paramata Bunda. Based on descriptive analysis results from 15 respondents, all children (100%) achieved religious and moral values in the "Very Good" category with a score range of 55-69. The highest score achieved was 69. This achievement indicates that learning through the center-based classroom model has made a significant positive contribution to the development of children's religious and moral values. The uniform success across all children demonstrates that the center-based approach is not only effective in instilling values contextually and enjoyably but is also inclusive, capable of reaching all children without exception. Values such as recognition of God, gratitude, prayer, memorization of short surahs and hadith, honesty, responsibility, discipline, cooperation, empathy, and caring for others and the environment have been well internalized through direct experience in play.

Based on the research results, the researcher offers the following recommendations. For teachers and TK Paramata Bunda, the center-based learning model that has proven effective should be maintained and continuously developed, particularly by enriching the variety of learning media and religious-themed educational play tools. Teachers are also advised to strengthen collaboration with parents through regular communication so that religious and moral habituation at school can be aligned with practice at home. For parents, it is expected that they continue the positive habituation that children have acquired at school in their daily lives at home, such as prayers, greetings, honesty, discipline, and responsibility. Additionally, parents need to limit children's gadget usage and provide good exemplary behavior in religious and moral conduct. For future researchers, it is recommended to conduct research with experimental designs to test the causal relationship between the center model and improvement of children's religious and moral values more deeply.

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