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PHILOSOPHICAL FOUNDATION OF CENTER-BASED LEARNING AT DAYCARE MOZAIK AL MECCA PATI

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Abstract

This study is entitled "Philosophical Foundations of Center-Based Learning at Mozaik Al Mecca Pati Daycare." This research is important because the center-based learning model is the most widely used learning model in Early Childhood Education (PAUD) institutions. The purpose of this study is to determine whether the implementation of centers will depend heavily on the philosophical foundations used by the institution. This research method uses a phenomenological method by observing daily behavior and in a natural setting, through observation and in-depth interviews. Data analysis is carried out through four stages: data collection, data reduction, data presentation, conclusions, and verification. The results show that the philosophical foundations used by each institution influence the center-based learning activities held. These philosophical foundations also have implications for stimulating aspects of child development, which include the development of religious moral values, language development, cognitive development, social emotional development, physical motor development, and artistic development. With different philosophies, the tendency for child development to be more dominant in certain developmental aspects.

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Introduction

Children do activities to find new things with activities with the surrounding environment. The atmosphere where the child lives should be well conditioned and happy, with people around who can stimulate the progress of the child's development. Children's education is the main need that will not be separated from the achievement of a child's growth and development. Learning stimulation that is imparted to children from birth and even from the womb, is a provision for the future that has an impact on the progress of children's development in the next stage. Good character cultivation can be done at an early age, a remarkable early childhood can be applied good character education (Education & Counseling, n.d.)

Early childhood seeks out new knowledge with the closest things such as everyday events seen in their immediate environment. The surrounding conditions have a significant impact on children's character, new facts and new events for children, both constructive and negative impacts. The family scope is the first sphere that has a great impact on children's willingness to grow and develop. This is due to the habituation of children who are built from their first madrasah, namely the family environment. Children learn from their parents as their first teacher, for that parents need to continue to learn in order to be able to set a good example and be able to provide positive stimulation to their children. Positive communication will build positive parenting in the family. (Kurniati et al., 2020)

Positive stimulation that continues to be repeated will be stored in the child's brain, then as a foothold for behavior that the child will follow as his character. Children will absorb the language around them. Communication and the use of language used by family members can determine children's language skills. The behavior shown by others around the child, whether the behavior is good or bad will continue to be followed by them, as long as the children know and record it in the brain repeatedly, as Montessori opinion that early childhood tries to carry out and try again the same activity, and use it as a new science. Montessori learning does not focus on external values or motivation but prioritizes the acquisition of experience in the context of daily life. (Mainize, 2013) (Aziza et al., 2020)

Parents have an urgent position at the stage of achieving child development in the *golden ages*, this condition is because parents are the main and first teachers for children. The strengthening of the family system allows children to overcome the loneliness they feel. Similarly, the child's immediate environment, the family is a place where children get to know science, so that children will have new experiences from parents. The creation of a conducive environment will have a good effect on children's growth and development. Parents and the environment teach basic things to children. The social, emotional and cognitive skills that children acquire from their families before preschool begins. A harmonious family environment will shape children into positive individuals, so that they can optimize growth and development. So that in order for early childhood education to run well, there needs to be harmony between parents and PAUD Institutions. Parents entrust their children's education to schools, as (Godawa, 2014) (Stoney et al., 2008) (Zaini, 2015) many point to the education system as a better alternative and a necessary infrastructure in society, to meet the needs of their children. (Beach & Bertrand, 2009) Insights into educational inequalities can be gained by placing the position of developing children in their nearby ecology and institutions. (Crosnoe et al., 2016)

Stimulation of children's education can start from the smallest environment, namely the family environment, the family environment consists of fathers, mothers and children, which is the smallest environment in the social system. The family environment must have a concept to suit what is desired, namely to form the character of the child. The family environment is a basic and very important forum for children to know new ideas. In line with the Montessori opinion that the main element that supports children to develop is a conducive environmental culture that is conditioned as a tool for development, so the stimulation provided should focus on the rules and norms that apply to a particular area of society where children live. (Erzad, 2018) (Montessori, n.d.)

By paying attention to the environmental conditions, it is hoped that children can adjust and feel safe with the surrounding environment. So that education should contribute to forming a generation of a strong and wise nation, human beings who have the ability to carry out mutual cooperation with other parties, therefore parents should not neglect the education of their children from the time they are born. This condition makes every parent obliged to focus on things that support the development and intelligences of their children. (Aulia, n.d.)

In the current era, parents' basic knowledge of the urgency of children's education in the early stages of life is increasing. This condition is accompanied by empirical evidence in the field, namely the high interest of parents to send their children to PAUD. Parents hope that their children will acquire knowledge from a young age, as a foundation for children to develop well when they enter elementary school. The growth of PAUD institutions is increasing, so parents have many references to register their children in PAUD institutions that can be adjusted to the conditions and needs of their respective parents. A strong bond between the family and the school/PAUD institution forms children with a sense of security to grow optimally. (Mardiyah et al., 2020) A good early childhood education service program is a service that can create good cooperation between parents, educators and the community. (Comer & Ben-Avie, 2010)

Discussing education, there is always someone who plays an important role, namely a teacher. Most children will obey their teachers more, willingly accept instructions from the teacher, and are happy to do the tasks given by the teacher rather than the advice given at home. Therefore, teachers also have a responsibility from the community, namely paying attention to the opinions and expectations of the wider community towards education. A teacher who is idolized and used as an example for students is the main capital that needs to be continuously pursued by teachers, so that the quality of educational services is better. Teachers can develop the educational institutions they patronize by improving the quality of their services, including the quality of learning they provide. Teachers also play an important role in organizing inclusive education (Maiza & Nurhafizah, 2019) (Utami et al., 2024)

Teachers have the responsibility to implement relevant approaches in teaching and learning activities. Teachers can determine the right approach and are suitable to apply when teaching. Through a suitable approach, teachers will be able to have optimal learning activities. In the realm of education for children with golden periods, the chosen learning approach and method is very important. The learning activities chosen must be child-centered, so that the teacher's readiness in preparing for learning is mandatory, because the teacher influences the success of children's learning. The quality of early childhood programs is measured in a variety of ways. Usually, it is assessed under two elements: process quality and structural quality, so teachers are an important part of the children's education program. Thus an interesting learning model needs to be developed. (Ayuni et al., 2020) (Young et al., 2018)

One of the learning models that is currently widely applied at the Early Childhood Education (PAUD) level is the central learning model, as conveyed by Mrs. Indah Lasmiyati, the chairperson of HIMPAUDI in Trangkil district, Pati Regency in a forum for regular meetings of PAUD teachers at the Pelangi PAUD Post on Friday, June 19, 2026. The center learning activity approach provides a breadth of ideas for teachers to carry out learning activities outside the classroom by conditioning a variety of play that inspires children, while the implementation of angle, area, and group models is carried out through classroom arrangement in such a way as to adapt to the stages of child development. In the center approach, children are given stimulation to be active in activities held in the centers. (D. A. Pratiwi, 2018) The Center initiated the urgency of arranging a variety of play that can accommodate the needs of children. Children can be divided into small groups of four to six children. (Clement, 2019)

The center's learning model highly appreciates the design or arrangement of rooms designed for play activities. Classroom settings for children can be designed by paying attention to what the child needs. Arrangements are carried out by respecting the interaction of children with teachers and classmates. The condition of the learning environment for children must have a playground for children, give space for children to join hands, express themselves, learn to share with others. Classroom arrangements that are conducive, can be adjusted to the development of the times, and balanced with improving teacher competence will have a great impact on the quality of educational services organized. (Wals, 2017) (Bers et al., 2018)

Research conducted by Endang Susilowati speaks the language of improving children's cognitive abilities through the center, this study shows that with the center approach, it can highlight the cognitive aspect of children, activities contained in the art center utilize *playdough*, to form various animal forms, count and are useful to provide stimulation to classification skills. This research shows that the center is a learning approach that can have a positive impact on children's growth and development. (Susilowati, 2017)

Next is the research by Ajeng Putri Pratiwi, et al., entitled *The Influence of the Natural Materials Center Learning Model on the Science and Speaking Ability of Group B Children in Kindergarten* (A. P. Pratiwi, 2017). This research aims to find out; the effect of learning methods using natural materials on the science intelligence of students of the age of kindergarten B, the effect of learning activities at the environmental material center on the speech ability of group B children, this research was carried out at kindergarten PGRI 3 Pandaan and PKK V Kindergarten Pandaan Makassar. The findings of this research conclude that learning activities through natural materials centers have an impact on science skills, oral language skills, science and children can communicate well.

Sentra makes learning more fun. The center is part of the learning approach in children's educational institutions, which are still interpreted in various ways in their implementation. Paradigm as a view that is the basis of central learning beliefs is growing. Each institution understands the center based on their own level of understanding. The understanding of the center is also obtained based on information from various different sources. These sources include training activities, school principal work group forums, teacher work groups, and through PAUD level training, as well as supporting activities that hone the competence of other teachers. Improving teacher competence is important because teachers are leaders in learning (Language and Child Education Age Dini et al., n.d.)

The center approach aims to optimize child development. The center contains three elements of play that must be in it, namely motor sensory play activities, role-playing, and development play. The sensory element of motor focuses on activities related to the physical and the five senses, role play focuses on the ability of children to interact both with themselves, with objects and the surrounding environment and with others, while development play is closely related to cognitive abilities, and children's imagination as expressed in development games.

At Mosaic Al Mecca Daycare, each teacher is responsible for the learning process. This learning process starts from making a plan. Teachers should always focus on the principles of early childhood learning and implement them well. The lesson plan made by the teacher is always checked once a week before the learning is held. Meanwhile, the implementation of learning activities is always checked every day through video recordings of learning activities. This is carried out to ensure the quality of learning to be in accordance with the planning that has been made.

Good learning planning will make learning activities effective. Effective learning can make it easier for students to learn new experiences, such as living around them, new skills, values, concepts, and learning how to interact with the environment. Effective learning allows students to obtain the desired learning outcomes, in accordance with the targets and plans to be achieved. So teaching is quite a complex job, because teachers must master various kinds of techniques that are closely related to important activities in the teaching process.

Based on the results of observations in the field, center-based learning was quite successful. The implementation of center learning carried out has quite a lot of variation in its implementation. So this research explores information, and data in the field, one of which is on the philosophical foundation used and interpreted by the institution, so that it has implications for the implementation of the center in daily learning activities.

The basic concept of the philosophy of early childhood education can be understood as the concept of education and care for early childhood, the quality of human life can be improved. The concept of education and child care has emerged in the 19th and 20th centuries. In the twentieth century, it is stated that many people have used early childhood education services, and there has been a transformation in various fields including, social, political and economic. Philosophy and politics should not distinguish education, including in the path of early childhood education. The foundation of the philosophy of education is important in the implementation of education so that children can grow and develop optimally.

Man needs wise thoughts to achieve the idealism that is built. George R. Knight states that idealism is born from the affirmation of an idea, prioritizing the mind as something that exists and is real, which will produce matter as a result of that reason. This is very contrary to materialism which reveals that matter is something real, while mind is an idea or phenomenon that accompanies it. (Knight, 2004)

The basic concept of the philosophy of early childhood education emerged from studies from educational figures such as Hurlock (1978) (Hurlock, n.d.) who stated that child development can be predicted. Predictable child development can be a reference for parents, so that good and wise stimulation can be given as early as possible. This is important to be able to form quality children in the next child's life. Childhood must be filled with meaningful experiences so that they become the foundation for children's growth and development in adulthood, so that children become successful individuals, both in personal life and community life. The implementation of education based on the philosophy of education, will form effective communication, and can be wise in expressing opinions logically and reasonably.

Including in organizing education, education managers, including teachers, must be able to understand the vision and mission of their respective institutions. Because it could be that the understanding of the vision and mission of the institution is a derivative of the understanding of philosophy understood by previous figures or the initiator of the birth of the educational institution itself. This study took samples at the Mosaic Al Mecca Daycare which emphasizes the philosophy of children learning to be happy and fun. This institution has the jargon of *Happy Life and Joyful Learning*.

With this in mind, the novelty in this research leads to the urgency of the philosophical foundation that is the basic foundation for PAUD institutions, in order to determine the chosen learning model. The chosen learning model is planned, developed, implemented and evaluated so that it becomes a curriculum that is clearly applied in each institution, without leaving the characteristics that are highlighted.

Methods

This research is a type of qualitative research in the form of field research. Field research is a direct study to find out in real terms the concept or a problem to be researched. The approach used in this research includes using a phenomenological approach to describe phenomena that occur in the field, and a constructivist approach to express knowledge claims. The flow that the researcher carries out in this phenomenological research is to determine the research subject and participate directly in the field to collect data and make important notes and collect documentary evidence. The data, records and evidence are then analyzed so that the description of the actual phenomenon is made carefully based on the facts obtained from the field. Researchers conducted interviews with teachers, principals, and employees. (Ahmad et al., n.d.).

This research also takes documentary evidence such as curriculum documents where the curriculum is a learning experience given to students while participating in activities at the institution, documents of institutional activities and learning implementation, the next stage is to validate these data with (Nurfitri & Noviani, 2023) *member checks* by double-checking information and information from the results of observations and interviews, and triangulating sources, namely by digging up information through various participatory observation methods and historical documents, as well as other relevant documents.

Results

The results of this study show that the Mosaic Al Mecca Daycare institution is not just a childcare center, but has philosophical values in the implementation of the teaching and learning process. The results of this study are:

- (1) Mosaic Daycare Al Mecca instills that every child is a scientist who is thirsty for science and loves to learn.
- (2) The Mosaic Daycare of Al Mecca does not use a single philosophy but uses the philosophy of Existentialism and Perennialism. Existentialism focuses on the independence and progress of each individual. Children are a child scientist who has unique characteristics. A "scientist" will learn in a *Smart, Respectful and Fun* way.
- (3) The learning activities carried out aim to provide stimulation to children so that they can think critically. Children are motivated to dare to express ideas and ideas in daily learning activities.

Discussion

The results of this study show that Daycare Mozaik Al Mecca uses the basis of thinking that every child is a "scientist". The Mosaic Daycare of Al Mecca does not use a single philosophy but uses the philosophy of Existentialism and Perennialism. Existentialism focuses on the independence and progress of each individual. Children are a child scientist who has unique characteristics. A "scientist" will learn in a Smart, Respectful and Fun way. The learning activities carried out aim to provide stimulation to children so that they can think critically. Children are motivated to dare to express ideas and ideas in daily learning activities.

Children are equipped to have a spirit of respect , namely creating empathetic behavior and respecting the differences of others, and being able to learn fun, freely and independently without pressure and fun like when at home. Perennialism views tradition as a noble culture that must be preserved. Mosaic Daycare Al Mecca preserves and makes traditions part of learning activities, such as the celebration of earth alms which is celebrated as part of the learning activities at the Mosaic Al Mecca Daycare. Based on the school of existentialism and perennialism, the characteristic of the field of child achievement that stands out is in the social-emotional field.

The philosophy of progressivism is also applied in the Al Mecca Mosaic Daycare, in addition to adhering to existentialism, based on the facts in the field, the Al Mecca Mosaic Daycare also has a Daycare category that implements progressivism. This can be seen in daily activities and assessment activities that are always carried out, namely assessments of the results achieved by students, or assessments of teachers in the implementation of learning activities. The center learning carried out is soft and varied by prioritizing the principle of learning through fun play.

The success of an educational process is determined, among other things, by the learning approach implemented. Educators or teachers have an urgent influence in creating the quality of learning activities, thus, teachers are important to conceptualize interesting learning activities, so that learning goals can be achieved optimally. This can be seen in the following table:

Table 1.1
The Role of Teachers in Learning

The Role of the Teacher	Function
Material Provider	Teacher delivers learning materials
Communicator	Teachers use language that is easy to understand
Appraiser	The teacher gives a review of the student
Activity developer	Teachers must continue to learn and innovate to develop teaching materials.

Teachers play the role of material givers, teachers also play the role of communicators who must deliver subject matter, choose materials that are suitable for students and play the role of assessors and developers of the learning activities that are held, thus, teachers need to design all learning activities. (Rules , n.d.)

An educational institution needs to modify its education system, by continuing to carry out innovations to the future that lead to improvement, so that it can also adapt to technological advances, and prepare future generations. Teachers play a role in teaching children's learning discipline. Discipline in learning is a form of education, motivation and mentoring carried out by teachers. Therefore, educators must continue to learn and improve their quality, continue to develop innovations, and have a strong vision, in order to be able to compete in creating a sophisticated future generation. (Zubaedah , 2016)

In this study, the center is referred to as a learning model because the center is an overview of the form of learning activities presented from perception to closing that shows certain peculiarities. Where in the learning are contained certain approaches, methods and techniques. Thus, the center learning model is the application of certain approaches, methods and techniques to achieve the expected learning outcomes. Approach is the concept that underlies the emergence of learning methods, in the central learning model, the approach is emphasized on the "*human approach*", which is a humanist approach by respecting the child as a scientist who persists in revealing new knowledge facts.

A learning approach that values and prioritizes children is described in a learning method in the form of learning steps or procedures to achieve the learning goals themselves. The center's learning method uses *scaffolding*, and is derived into several learning techniques implemented in PAUD, such as storytelling techniques, assignments, questions and answers, direct practice, and works. Learning practices in a classroom will greatly affect the progress of children's development holistically. Teachers are the key in managing the classroom, one of which is carrying out learning activities. (Capel, 2012)

The center learning process is carried out using four steps or *scaffolding*, which is temporary assistance to help children achieve their development, and move to the next stage of development. If the child is able to do his tasks or activities, this *scaffolding* can be reduced little by little until the child is really able to do his own tasks. This foothold is intended as a basic activity to usher children's play activities in central learning. This foothold is the basis for the arrangement of the play environment, the footing before the play activity, the footing during the activity, and the foothold after the learning activity is completed (Ministry of National Education, n.d.).

The foothold of the play environment is an activity where educators carry out classroom arrangements, prepare tools and materials and media that will be used in learning activities, prepare centers to be opened and arrange the layout of the props. Footing before play is an activity in which children form circles and make agreements between teachers, and students about what activities will be carried out at that time, and agree on the rules of the game. The foothold during play is where the teacher plays the role of a facilitator when the child is at the center of the activities that are carried out. Furthermore, the final part is the foothold after playing, the teacher evaluates and reviews what the play activities have been carried out that day.

The footing of the play environment can be carried out outside the classroom, such as in the yard, in the park, or on the school terrace. Teachers and other education personnel can plan the play environment both inside the classroom and outside the environment. Teachers can take children to the garden. To the rice fields, or to take a walk in the open such as in the field, to observe the nature that is around. By playing in nature and directly interacting with objects in nature, the child's ability to form patterns, and group will be improved. Children can also be invited to play in the soil, observe the grass, and even observe the morning sun while exercising to nourish the body. An open learning environment can bring children closer to nature, and encourage children to love the universe more. Center activities can be developed and modified in such a way according to the characteristics of the institution or based on the ideas and creativity of teachers. Center activities can be developed in work-based, stimulation-based, or example-based play activities. (Anak et al., 2020) (CONSCIENCE, 2017)

The center paradigm in the field has many obstacles such as the lack of creativity of teachers who are reluctant to develop media or homemade educational game tools (APE). This is important considering that the center requires a variety of games and does not have to use a manufacturer's APE. This is still an obstacle in PAUD institutions that have not yet developed because teachers consider making APE very troublesome. This is different from Daycare Mozaik Al Mecca, this institution is initiated by figures who have high concern and philosophical values, so making APE part of the teacher's responsibility. Teachers always explore creative ideas in organizing learning. This is contagious and helps educate children to think creatively. Children think creatively and are implemented in constructive activities at the center (blocks, legos, and so on). (Syllabus, 2020)

The implementation of the center at the Al Mecca Mosaic Daycare begins with four steps of footing, which begins with the footing of the playing environment, footing before playing, footing when playing and footing after playing. The foothold of the play environment is an activity where teachers carry out classroom arrangements, prepare tools and materials and media needed in learning activities, prepare centers to be opened and arrange the layout of the demonstrations. Footing before play is an activity in which children form circles and make agreements between the teacher, and the child about what activities will be carried out at that time, and agree on the rules of play. The foothold during play is where the teacher plays the role of a facilitator when the child is at the center of play activities. And the last is the foothold after playing, the teacher evaluates and reviews what the play activities have been carried out that day.

In relation to the philosophical foundation held by Daycare Mozaik Al Mecca, which interprets the philosophical foundation as an important foundation for the implementation of learning that it develops and organizes. A child's intelligence ability will be well stimulated, with the learning facilities needed by the child. Similarly, the existence of teachers or educators who are increasingly progressing becomes better to create quality learning activities. Progressivism gave rise to the idea of creating a democratic education, which gives children the freedom to be able to convey every idea or idea they have.

Teachers must be able to explore the abilities of each individual. As the existentialist view that human beings not only have freedom over their lives, but human beings see themselves as someone who can choose and decide actions and ideals in the future. In addition, humans have a full role as a person who freely decides the best thing in his own life, and is fully responsible for what has become his choice and decision.

Existentialism shows the ability and existence of humans in maintaining and demonstrating the existence of their lives. The school of philosophy that upholds the strength of ancestral traditions is the philosophy school of perennialism. The trend of perennialism is motivated by the culture of the past that has been tested. The culture of the past in question is a culture that is able to bring goodness and progress in education. The values of the goodness of our ancestors are believed to be able to shape the current generation of education, and fortify themselves from the negative influences of the progress of the times. Perennialism places teachers as important figures who become the main figures in education.

Conclusion

This research answers the question of what philosophical foundation underlies the implementation of center-based learning activities at the Mosaic Al Mecca Daycare. Daycare Mozaik Al Mecca uses the philosophical foundation of existentialism and perennialism, namely by carrying out center learning activities in the form of accommodating children's curiosity through exploration, which is accompanied by the introduction of tradition as one of the learning tools, as well as using the philosophical foundation of progressivism by implementing a center that upholds the values of children's independence to learn. Learning activities are packaged through meaningful play with the focus of children being active learners, with progressivism Daycare Mozaik Al Mecca has a high desire that its students will have high ideals to continue to pursue knowledge and learn as much new knowledge as possible.

Statement of contribution by the author

This research is a research carried out with one main author, so that the author fully contributes to the results of the research and reporting.

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