



The Effect of Instructional Communication Based on BCCT (Beyond Center and Circle Time) to Character Development of Playgroup-Kindergarten Students at Sekolah Alam Bosowa in Makassar

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ABSTRACT

This study aims to analyze the effect of instructional communication based on BCCT (Beyond Center and Circle Time) on the character development of playgroup-kindergarten students at Sekolah Alam Bosowa in Makassar. This research used a quantitative method with a population and a sample of 30 students using a non-probability sampling technique or saturated sample technique as a population sample. Data were collected using a questionnaire with structured statements and data were analyzed using descriptive analysis, simple regression analysis, coefficient of determination, and hypothesis testing to determine the direction, strength, and level of influence between variables. The instructional communication theory is divided into a set of instructor steps consisting of specification of content and objectives, assessment of entering behavior, strategy setting, organization of instructional unit, and feedback based on the BCCT (Beyond Center and Circle Time) method applied at Sekolah Alam Bosowa. Based on the results of the study, it can be concluded that instructional communication based on BCCT (Beyond Center and Circle Time) affects the character development of playgroup-kindergarten students at Sekolah Alam Bosowa in Makassar. The results of this study are associated with the SOR (Stimulus, Organism, Response) theory that the influence of instructional communication will result in changes in student behavior, and social learning theory explains human behavior in the context of continuous reciprocal behavioral interactions between cognitive behavior and environmental influences.

Keywords: *Teaching, Character Education, Educational Communication*

1. INTRODUCTION

Educational institutions as agents of change in educating the nation's generation have a central position in developing the quality of education, character, and abilities of future generations as human resources that benefit the nation and state. The education curriculum development in Indonesia has changed amidst the rapid development of technology. Educational institutions need to teach character education, this is in line with the 2010-2014 strategic plan of the Ministry of National Education which has implemented character education for all levels of education in Indonesia from the level of Early Childhood Education (PAUD) to Higher Education (University) in the education system in Indonesia [1]. The importance of choosing a school that does not only focus on academics but also builds student character. Therefore

parents need to be selective in choosing a school. Private schools are one of the choices of schools with complete facilities for children's learning needs. So that the government gives authority to schools to compile and develop curriculum components according to the needs of students and school conditions.

One of the factors that influence the learning process is communication. Educational communication is a field of communication studies and practical skills aimed at supporting the implementation of education and learning. One of the subsets of educational communication is instructional communication which focuses on teachers, students, and message content (verbal and non-verbal) in communication between teachers and students. Because the purpose of instructional communication is not only for students to receive and understand the material but also to be able to change the behavior of students.

According to the SOR (Stimulus, Organism, Response) theory, In the process, a change in attitude occurs if given a stimulus regularly. In examining new attitudes, there are three important variables: attention, understanding, and acceptance [2]. The purpose of instructional communication is to make the target party (communicant) understand in terms of changes in behavior toward a better direction in the future, Changes in behavior are intended primarily in cognitive, affective, and psychomotor aspects. Instructional communication is part of educational communication which means communication in the instructional field. Instructional communication in the implementation process contains elements of instructional activities, covering broad events as stated by Gagne and Brigue (1979): "the method used by teachers, curriculum experts, material designers and others who aim to develop an organized plan to learning needs" [3]. Based on this perspective, instructional communication is part of the process of teaching a teacher to his students so that the material delivered can be responded to by students and produce reactions.

Character education is very close to moral education where the goal is to shape and train individual abilities continuously for self-improvement towards a better life. This statement is by the views of character education expert, John W. Santrock that character education is a direct approach to students to instill moral values and teach students about moral knowledge to prevent prohibited behavior [4]. This application is outlined in Law Number 20 of 2003 Article 3 concerning the National Education System that the function of national education is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life [5]. Permendikbud No.20 of 2018 article 2 states that strengthening character education is carried out with Pancasila values in character education [6].

BCCT-based character education is designed to build student character with detailed and consistent programs that make it easier for students to gain knowledge through a learning process using fun learning methods. The application of BCCT is based on center activities as a medium or forum for students' needs to increase the stages of development, psychomotor and symbolic. One of the schools that implement BCCT-based character education is the playgroup-kindergarten of Sekolah Alam Bosowa. There are six activity centers at Sekolah Alam Bosowa: messy play, arts, preparation, imtaq, block, and role-play. Sekolah Alam Bosowa does not only emphasize cognitive aspects but various other aspects that are very important for the realization of a personal character by Sekolah Alam Bosowa's vision, namely Smart, Islamic, Disciplined, Innovative, and Competitive. By the background presentation, this study examines the effect of instructional communication based on BCCT (Beyond Center and Circle Time) on the

character development of playgroup-kindergarten students at Sekolah Alam Bosowa in Makassar.

2. MATERIALS AND METHODS

2.1 *Instructional Communication*

Webster's Third New International Dictionary of the English Language, includes the word instructional (from the word "to instruct") with the meaning of providing knowledge in certain arts or specialties or it can also mean "educating a certain field of knowledge"[3]. Motte and Beebe (2002) define "From the above view that communication "Instructional communication is conceptualized as the process by which teachers and students stimulate meanings in the minds of each other using verbal and nonverbal messages"[7]. Instructional communication focuses on teachers, students, and the contents of messages (verbal and non-verbal) in communication between teachers and students which is mainly on cognitive, affective, and psychomotor aspects. Communication relationships as an instructional sequence based on the structure established by Hurt, Scott, and McCroskey [8] are divided into a set of instructor steps consisting of specification of content and objectives, assessment of entering behavior, strategy setting, organization of instructional units, and feedback.

2.2 *Character education based on the BCCT (Beyond Center and Circle Time) Method*

Character education based on BCCT (Beyond Center and Circle Time) is an approach developed based on the results of theoretical studies and empirical experience by the Creative Center for Childhood Research Training (CCCRT) in Florida USA, and implemented at the Creative Preschool School Florida, USA for more than 25 years, both for normal children and children with special needs. BCCT is a development of the Montessori High Scope approach, and Reggio Emilio [9]. The BCCT approach is based on the assumption that children learn through playing with objects and people around them or children interact with the environment. The right play experience can optimize all aspects of children's physical, emotional, cognitive, and social development [10]. Jean Piaget (1972) explained that children should be able to carry out their experiments and research and teachers can guide children by providing the right learning materials, but most importantly for children to understand something, they must build that understanding themselves, they must discover it themselves [9]. A play center is a children's play zone or area equipped with a set of play tools as an environmental foothold (scaffolding) that supports children's development, namely sensor-motor/functional play, role play, and development play. Tamin (2010) explains that there are various centers in the application of the BCCT method, namely the messy play center, the arts center, the preparation center, the imtaq center, the block center, and the role-play center [11].

2.3 SOR (Stimulus, Organism, Response) Theory

SOR theory assumes that organisms produce behavior if there are certain stimulus conditions as well. So the effect that arises is a special reaction to a special stimulus, so one can expect compatibility between the message and the communicant's reaction. Stimulus theory elements are messages (Stimulus), communicant (Organism), and effects (Response). The process of the SOR communication model is: a) The stimulus given to the organism can be accepted or rejected, b) the stimulus that has received the attention of the organism will understand the given stimulus (correctly comprehended), c) the organism can accept it well so that there is a willingness to change attitude, d) facility support and environmental encouragement [2]. The assumption of this theory explains that the cause of changes in attitude depends on the quality of the stimulus that communicates with the organism. The stronger the quality of the stimulus delivered, the communicant's response will be.

2.4 Social Learning Theory

The social learning theory developed by Albert Bandura (1989) shows the importance of the process of observing and imitating the behavior, attitudes, and emotions of other people so that reciprocal behavioral interactions will be continuous between cognitive behavior and environmental influences [12]. Four processes are important for learning through observation to occur (Isti'adah, 2020), namely: a) Attention (attention process): Before imitating others, attention is paid to the person who will be observed. b) Representation (representation process): The behavior to be imitated is symbolized in memory. Both in verbal form and in the form of images/imaginings. c) Imitation of the model's behavior (behavior production process): After observing it with great attention, and committing it to memory, people then behave. d) Motivation reinforcement (motivation and reinforcement process): Learning through observation becomes effective if the learner has high motivation to be able to carry out the model behavior [13].

Based on the above view, to test the hypothesis as a temporary allegation which is then compared with the appropriate theory is determined by collecting the following data:

Ho: There is no effect of instructional communication based on BCCT (Beyond Center and Circle Time) on the character development of playgroup-kindergarten students at Sekolah Alam Bosowa in Makassar.

Ha: There is an effect of instructional communication based on BCCT (Beyond Center and Circle Time) on the character development of playgroup-kindergarten students at Sekolah Alam Bosowa in Makassar

3. METHODOLOGY

In this study, the authors used a quantitative method that focused on finding relationships and causes of

change from measurable social facts [14]. The population in this study was about 30 people consisting of playgroup-kindergarten students at Sekolah Alam Bosowa. The sampling technique uses a non-probability sampling technique or is called a saturated sample based on a relatively small number population of or less than 30 [15]. Data collection techniques use Primary Data consisting of questionnaires, observations, and secondary data as research support. The data collection technique uses normality, validity, and reliability tests as the data is stated to be valid. Then it was analyzed using simple regression analysis to find out the direction of the relationship and how much the effect of instructional communication based on BCCT (Beyond Center and Circle Time) had on the formation of students' character, The R test as a measure of the strength of the relationship between the dependent and independent variables.

4. RESULTS AND DISCUSSION

Correlation and determination analysis to find out the percentage of the effect of instructional communication based on BCCT method (X) on character development (Y) on playgroup-kindergarten students at Sekolah Alam Bosowa, then the coefficient of determination is used to measure the percentage of influence given by variable X simultaneously on variable Y. If the value of the correlation coefficient is known. To get the coefficient of determination can be obtained by squaring it. A value close to one means that the independent variable provides all the information needed to predict the dependent variable. To provide an interpretation, the correlation coefficient is explained in the following table:

Table 1. Correlation Coefficient Criteria

Coefficient	Connection
0.00-0.199	Very low
0.20-0.399	Low
0.40-0.599	Medium
0.60-0.799	Strong
0.80-1.000	Very strong

Statistical calculations and tests in this study used SPSS with the following results:

Table 2. The Result of Correlation Coefficient

RValue	Annotation
0.588	Medium

Based on the table above, the R-value is 0.588. This shows that the interpretation of the R-value is at the level of 0.40-0.599 indicating the degree of relationship

between the effect of instructional communication based on BCCT (Beyond Center and Circle Time) on the character development of playgroup-kindergarten students at Sekolah Alam Bosowa in Makassar has a medium value.

Table 3. The Result of Determination Coefficient

R Square Value	Annotation
0.346	Influenced

Then based on the table of test results for the coefficient of determination, R Square is 0.346. This means that the character development variable for playgroup-kindergarten students at Sekolah Alam Bosowa (Y) can be influenced or explained by the instructional communication based on the BCCT variable (X) which is 34.6%. At the same time, the rest (100% - 34.6% = 65.4%) is influenced or explained by other variables not tested in this study.

Regression analysis to predict how much the dependent variable will increase or decrease if there is a change in the increase or decrease in the independent variable. The following results of the regression analysis are explained in the following table:

Table 4. The Result of Regression Linear

Model	B Value	Annotation
Constant Value (a)	25.999	Variable Y
The Value (b/regression coefficient)	0.387	Coefficient X

From the table, the regression equation and research calculations are obtained with a constant value (a) of 25.999 while the value (b/regression coefficient) is 0.387, so the regression equation is as follows:

$$Y = a + bX$$

$$Y = 25.999 + 0.387X$$

Based on this equation, it can be interpreted as follows: a) The character development variable for playgroup-kindergarten students at Sekolah Alam Bosowa has a value of 25.999 without any independent variables. b) The X coefficient is 0.387. Every time there is an increase in instructional communication based on the BCCT variable by 1 unit or one percent, character formation will increase by 0.387 units or percent. From these figures, it can be seen that there is a positive effect of instructional communication-based BCCT (X) on character development (Y), which means that an increase in instructional communication based on BCCT, will be followed by an increase in character development in playgroup-kindergarten students at Sekolah Alam Bosowa in Makassar.

Hypothesis testing is used to determine whether the regression coefficient is significant or not for each independent variable (X) on the dependent variable (Y). The results can be seen in the following table:

Table 5. The Result of Hypothesis

Variable	Sig. Value	Annot ation
The influence of instructional communication-based on BCCT	0.001	Influenced

Testing the hypothesis above can be done by comparing the significant figures with a significant level of 0.05. The Sig value is known for the influence of instructional communication based on BCCT (X) on character development (Y) is 0.001 < 0.05, so it can be concluded that H_0 rejected and H_a accepted, which means there is an effect of instructional communication based on BCCT (Beyond Center Circle Time) on the character development of playgroup-kindergarten students at Sekolah Alam Bosowa in Makassar.

5. DISCUSSION

The results of the study of the effect of instructional communication based on BCCT (Beyond Center and Circle Time) on the formation of students' character based on the results of research and data testing resulted in a t count value greater than t table (3.847 > 2.048) so that H_0 was rejected. H_a was accepted, meaning that there is an effect of instructional communication based on BCCT (Beyond Center Circle Time) on the character development of playgroup-kindergarten students at Sekolah Alam Bosowa in Makassar. Based on the regression equation, the constant value of the character formation variable (Y) is 25.999, this means that if there is no instructional communication variable $X = 0$, then character formation will remain at 25.999 units. While the instructional communication gradient value is 0.387 and if the instructional communication variable is leveled by 1 unit, it will increase character formation by 0.387 units.

The magnitude of the effect of instructional communication in explaining the formation of student character is 34.6%. With the high magnitude of the influence of teacher communication in providing character-building learning, it can be said that one's way of learning can be influenced by the relationship between the teacher and the student. This is by Suhendra's statement (2020) that teacher-instructional communication has a significant effect on student learning motivation where there is good communication between teacher and students, indirectly it will cause students to like teachers for subjects that can attract student motivation [15]. According to Rubiani (2020), a

person's character will be formed if the activity is carried out repeatedly and regularly until it becomes a habit that produces a character [16]. The application of the BCCT learning model is to stimulate all aspects of children's intelligence through directed play and learning settings that stimulate children to be active, and creative and continue to think by exploring their own experiences (not just following orders, imitating, or memorizing) [17].

The establishment of a good relationship between the teacher and students will make it easier for the material to be accepted, with the SOR (Stimulus, Organism, Response) theory approach showing that the teacher acts as a director or guide (facilitator), while students play a more active role in seeking and carrying out directions or instructions. Whereas in terms of learning theory the application of the BCCT (Beyond Center and Circle Time) method through instructional communication is routine and consistent so that it becomes a habit that is carried out repeatedly so that this process affects the environment (environment), individuals (personal/cognitive), and behavior (behavior).

6. CONCLUSION

Based on the results of the study, it can be concluded that: There is an effect of instructional communication based on BCCT (Beyond Center Circle Time) on the character development of playgroup-kindergarten students at Sekolah Alam Bosowa in Makassar, which is significantly positive in strong category around 34.6% while 65.4% on variables not included in this study.

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