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ORIGINAL RESEARCH ARTICLE

Implementation of Block Center Learning in Improving Collaboration Skills of Children Aged 5-6 Years

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ABSTRACT

This study aims to describe the implementation of block center learning in improving collaboration skills of children aged 5-6 years at TK Al Fursan Islamic School. Collaboration skills are important abilities that need to be developed from an early age through learning that involves social interaction and cooperation. This study uses a qualitative approach with a case study design. Data collection was conducted through participatory observation, in-depth interviews, and documentation. Research subjects included the principal, block center teacher, classroom teacher, parents, and 12 children aged 5-6 years. Data analysis used the interactive model of Miles, Huberman, and Saldana. The results showed that the implementation of block center learning was carried out systematically through the stages of planning, implementation, and evaluation of learning. The teacher acts as a facilitator who prepares the play environment, provides scaffolding before, during, and after play, and provides assistance to children's social interactions. Supporting factors for implementation include adequate infrastructure and teacher competence, while obstacles include differences in children's characteristics and time limitations. Teachers overcome obstacles through consistent scaffolding and individual assistance. This study concludes that block center learning is effective in improving children's collaboration skills and contributes to the development of early childhood education.

Keywords: Block Center Learning, Collaboration Skills, Early Childhood

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan implementasi pembelajaran sentra balok dalam meningkatkan keterampilan kolaborasi anak usia 5-6 tahun di TK Al Fursan Islamic School. Keterampilan kolaborasi merupakan kemampuan penting yang perlu dikembangkan sejak usia dini melalui pembelajaran yang melibatkan interaksi sosial dan kerja sama. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Pengumpulan data dilakukan melalui observasi partisipatif, wawancara mendalam, dan dokumentasi. Subjek penelitian meliputi kepala sekolah, guru sentra balok, guru kelas, orang tua, dan 12 anak usia 5-6 tahun. Analisis data menggunakan model interaktif Miles, Huberman, dan Saldana. Hasil penelitian menunjukkan bahwa implementasi pembelajaran sentra balok dilaksanakan secara sistematis melalui tahapan perencanaan, pelaksanaan, dan evaluasi pembelajaran. Guru berperan sebagai fasilitator yang menyiapkan lingkungan bermain, memberikan pijakan sebelum, selama, dan setelah bermain, serta melakukan pendampingan terhadap interaksi sosial anak. Faktor pendukung implementasi meliputi sarana prasarana yang memadai dan kompetensi guru, sedangkan hambatan meliputi perbedaan karakteristik anak dan keterbatasan waktu. Guru mengatasi hambatan melalui pemberian pijakan konsisten dan pendampingan individual. Penelitian ini menyimpulkan bahwa pembelajaran sentra balok efektif dalam meningkatkan keterampilan kolaborasi anak dan memberikan kontribusi bagi pengembangan pendidikan anak usia dini.

Kata Kunci: Pembelajaran Sentra Balok, Keterampilan Kolaborasi, Anak Usia Dini

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1. INTRODUCTION

Early childhood education plays an important role as the foundation for children's development in various aspects, including cognitive, language, social, emotional, and moral abilities. The early childhood stage is often referred to as the golden age because during this period brain growth and development occur very rapidly (Suyadi, 2022). Children need stimulation that is appropriate to their developmental characteristics through play activities that provide direct learning experiences. The implementation of education at this level is not only aimed at equipping children with academic knowledge, but also developing various skills needed in social life. One skill that needs to be instilled from an early age is social ability, because at this stage children begin to learn to interact, cooperate, share roles, and build positive relationships with peers (Santrock, 2023).

The importance of mastering social skills is increasing along with the demands of 21st-century learning that emphasizes communication, collaboration, critical thinking, and creativity skills. Collaboration skills have become one of the current skills that must be developed from an early age (Mariamah et al., 2021). The ability to collaborate provides opportunities for children to learn to work together in completing an activity, dividing roles according to agreement, respecting others' views, finding solutions together, and fostering a sense of responsibility for the results achieved by the group. This ability does not appear naturally without environmental stimulation and appropriate learning (Johnson & Johnson, 1989). Children aged 5-6 years begin to demonstrate the ability to cooperate through group games and simple social activities. Learning that provides opportunities for children to interact actively will help collaboration development become more optimal (Berk, 2023).

Current educational development shows that collaboration skills are among the main competencies needed in social life and the future workforce. International organizations such as UNESCO emphasize that education must be able to develop social and cooperative abilities from an early age so that children can adapt to increasingly complex social changes. Learning that only focuses on individuals is considered less able to build children's communication and cooperation abilities optimally (Slavin, 2014). A learning atmosphere that provides opportunities for children to interact with peers can encourage the development of understanding about the importance of working together in completing various group activities. Playing together becomes an effective medium to foster empathy, responsibility, and the ability to resolve simple social conflicts (Goleman, 1995).

The center learning approach places play activities as the core of the learning process by utilizing various activity centers designed according to children's developmental goals (Sujiono, 2013). Through each center, children gain opportunities to build knowledge based on real experiences, explore the environment, and establish interactions with peers during the learning process. These characteristics make center learning relevant to be applied in early childhood education because it aligns with how children learn optimally through meaningful play activities. The block center provides constructive activities that allow children to work together in building a particular shape or structure (Maulany & Putri, 2024). These activities encourage children to communicate, share ideas, and complete tasks together with their peers.

Block play becomes an effective learning medium because it involves physical, social, and cognitive activities simultaneously. Children learn to recognize shapes, sizes, balance, and arrange building structures through direct exploration (Sylvani et al., 2024). Block play activities also require children to discuss with friends to determine the shape of the building to be created together. This situation encourages the formation of social interactions involving cooperation and communication between children spontaneously during the play process (Hasanah & Basri, 2023). In block play activities, children gain experience in taking turns using play equipment, sharing roles with friends, and appreciating others' opinions when designing and completing joint works. Such learning helps children build real and deep social abilities in a fun play context.

Observations in the field show that the development of collaboration abilities in some children has not yet reached the expected level. Some children still experience difficulties in working together in groups, tend to play alone, and have not been able to resolve simple social conflicts well. This condition is influenced by the lack of learning stimulation that actively involves group interaction (Fauziah & Azizah, 2023). Learning processes that are still dominated by the teacher's role often limit children's opportunities to interact and cooperate with peers. This condition shows the need for in-depth study of approaches that can support the development of collaboration abilities in early childhood.

Block center activities have characteristics that allow children to learn collaboratively through constructive play. Children can work together to build houses, bridges, towers, or other forms by involving discussion and simple division of tasks (Dodge et al., 2016). Through these activities, children gain the experience to realize that success in completing a task can be achieved more effectively through cooperation with friends in achieving mutually agreed goals. The teacher has an important role in directing children's social interactions during the play process (Brewer, 2014).

Teacher assistance is needed so that each child can actively participate in the group and develop positive social abilities.

Previous research shows that block center learning has several limitations that need to be further developed. Research by Ningsih & Rohita (2024) shows that the use of wooden block media has been proven to contribute positively to the development of cooperation skills in children aged 5-6 years, but the research used a quantitative experimental approach. Research by Hasanah & Basri (2023) found that block play can improve cooperation skills in children aged 4-5 years through group play activities, but still used Classroom Action Research (PTK). The focus of previous research was also more dominant on motor, language, and simple cooperation aspects (Wati et al., 2023). Based on the results of tracing various previous studies, studies that examine in depth the implementation of block center learning in an effort to develop collaboration skills in children aged 5-6 years using a qualitative research approach are still relatively few.

The research gap is also evident in the scarcity of research conducted in specific school contexts with different learning characteristics. The school environment has different learning cultures, teaching methods, and student characteristics so that the implementation of block centers can produce different dynamics (Rahmawati & Nurhayati, 2026). Research on the implementation of block center learning at TK Al Fursan has not been found specifically in previous research. This condition opens up opportunities for new research to describe in depth the practice of block center learning in improving collaboration skills of children aged 5-6 years. This research will focus on the implementation process, children's social interactions, and the teacher's role during block center activities.

International research developments show that collaborative learning through constructive play activities is increasingly receiving attention in early childhood education. International research explains that constructive activities can improve social communication, problem solving, and children's cooperation skills (Bergen, 2002; Bruce, 2021). Group play activities are also considered effective in building interpersonal abilities from early childhood (Parten, 1932). Learning processes that involve direct experience contribute to the development of children's social abilities because during the activity children gain opportunities to build knowledge through active interaction with friends, teachers, and the surrounding environment (Vygotsky, 1978). These conditions reinforce that block center learning is relevant to be applied in the context of 21st-century education.

Based on the background and problem identification above, this study aims to: (1) describe the implementation of block center learning in children aged 5-6 years at TK Al Fursan; (2) describe the collaboration skills of children aged 5-6 years during participating in block center learning activities; (3) identify supporting and inhibiting factors for the implementation of block center learning; and (4) analyze the teacher's role in developing children's collaboration skills. The results of this study are expected to provide theoretical and practical contributions to the development of early childhood education, particularly in efforts to improve collaboration skills through block center learning.

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2. RESEARCH METHODS

This study uses a qualitative approach with a case study design. The qualitative approach was chosen because it is able to provide a comprehensive picture of the implementation of block center learning and collaboration skills of children aged 5-6 years in the context of learning that takes place naturally in the school environment (Creswell, 2022). The case study design was used because this study focuses on one specific case, namely the implementation of block center learning at TK Al Fursan Islamic School as a phenomenon that takes place in a particular educational environment. The approach used is a naturalistic and interpretative approach, because the research is conducted in natural conditions without providing certain treatments and seeks to understand the meanings that emerge from the experiences and interactions of participants during learning activities (Merriam & Tisdell, 2024).

The research was conducted at TK Al Fursan Islamic School located at Jalan Raya Parpostel No. 102 RT 001 RW 001, Jatiasih Village, Jatiasih District, Bekasi City, West Java Province. The selection of the location was based on the consideration that TK Al Fursan has implemented block center learning since 2017 and has learning characteristics that match the research focus. The research process was conducted for approximately five months from early April to August 2026. This time span was chosen so that the researcher had sufficient opportunity to conduct in-depth observations of the implementation process of block center learning and the development of collaboration skills of children aged 5-6 years during learning activities.

Research subjects were selected purposively (purposive sampling) with criteria of informants who were directly involved in the implementation of block center learning and had knowledge and experience relevant to the research focus (Sugiyono, 2026). Informants in this study included the principal, block Teacher, classroom teacher, parents, and 12 children aged 5-6 years in group B. The selection of informants was conducted to obtain comprehensive data from various perspectives regarding the implementation of block center learning and children's collaboration skills. The principal was chosen because they have authority in learning policies, the Teacher and classroom teacher were chosen because they are directly involved in learning implementation, parents were chosen to determine children's collaboration development at home, and children were chosen as the main subjects who experience the learning process.

Data collection techniques in this study included participatory observation, in-depth interviews, and documentation (Sugiyono in Yuliani, 2023). Participatory observation was conducted with the researcher present at the research location and directly involved in learning activities to observe behaviors, activities, and social interactions that occurred during block center activities. In-depth interviews used semi-structured interviews that provided informants with the freedom to explain their experiences more broadly, while still referring to the research focus (Creswell, 2022). Documentation was used as supporting data sources that could strengthen interview and observation results, including teaching modules, daily lesson plans (RPPH), activity photos, child development reports, and assessment instruments.

Data analysis used the interactive model of Miles, Huberman, and Saldana (2020) which consists of three main components: data reduction, data display, and conclusion drawing or verification.

Data reduction was conducted by summarizing, selecting key points, focusing on important matters, and organizing data. Data display was conducted in the form of brief descriptions, charts, and tables to facilitate understanding. Conclusion drawing was conducted continuously during the research process. Data validity was examined through source and technique triangulation (Sugiyono, 2026), member check (Creswell, 2022), peer debriefing, and audit trail (Lincoln & Guba, 2021).

3. RESULTS AND FINDINGS

This research was conducted at TK Al Fursan Islamic School located at Jalan Raya Parpostel No. 102 RT 001 RW 001, Jatiasih Village, Jatiasih District, Bekasi City. This school was established in 2017 and officially obtained its establishment permit and operational permit on June 29, 2020 under the auspices of the Alfursan Alislamiah Foundation. TK Al Fursan organizes early childhood education by integrating academic learning, Islamic character formation, adab development, and worship habituation in daily activities. The curriculum used is the Merdeka Curriculum and the Beyond Center and Circle Time (BCCT) center approach. The number of students at TK Al Fursan consists of 7 toddler group children, 10 playgroup children, 38 TK A children, and 36 TK B children, with a total of 91 children. The research subjects were 12 group B children aged 5-6 years consisting of 6 boys and 6 girls.

Table 2. Research Subject Children

No	Child's Name	Group
1	AR	B
2	HA	B
3	IN	B
4	UR	B
5	KA	B
6	ZN	B
7	LA	B
8	BK	B
9	AS	B
10	SH	B
11	AL	B
12	AA	B

Implementation of Block Center Learning

The research results show that the implementation of block center learning at TK Al Fursan Islamic School has been carried out systematically starting from the planning, implementation, and evaluation stages of learning. All these stages are designed to provide child-centered learning experiences through constructive play activities that encourage the emergence of collaboration skills.



Figure 1. Block Center Learning for Children Aged 5-6 Years

This is in accordance with the Principal's statement:

"The block center has been implemented in learning activities since 2017." (Principal)

The block center learning planning process is carried out through early academic year work meetings to determine themes for the new academic year, then the teacher creates Weekly Learning Implementation Plans (RPPM) and Daily Learning Implementation Plans (RPPH). The Teacher explained:

"The block center learning planning process is carried out by creating teaching modules at the beginning of the 2025/2026 academic year work meeting. The principal and teachers determine the themes for the new academic year. Then the teacher creates RPPM and RPPH." (Teacher)

Research findings show that the block center was chosen because it provides opportunities for children to learn through direct experience. Block center activities not only function as a medium for developing construction abilities, but also become an effective means of fostering cooperation, task sharing, communication, respecting friends' opinions, responsibility for group tasks, and solving problems together. The principal also explained that teachers are given flexibility to design interesting learning environments while still referring to learning outcomes and children's developmental characteristics.

The implementation of block center learning at TK Al Fursan is carried out according to the principles of child-centered center learning (Student Centered Learning). The block Teacher begins the activity by preparing the play environment, assisting children during the activity, then conducting reflection after the activity is completed. The Teacher explained the implementation stages as follows:

"Starting with the opening, forming a group circle and reading prayers. Then explaining the theme being studied. Children are given play scaffolding before starting to build (rules of play, what is allowed to be played, playmates, play mats, and play time). After play time is over, children will explain the structure they have built and then tidy it up. Blocks are

classified based on shape and size, counted individually, then returned to the locker or box. Children form a circle again, one by one recalling with the teacher. Then ending with a closing prayer." (Teacher)

During learning activities, the teacher does not dominate children's activities but acts as a facilitator who provides directions when needed and observes the development of each child's social abilities. Documentation results in the form of teaching modules, RPPH, learning activity photos, child development reports, and assessment instruments show that the implementation of block center learning has become part of the school's learning program carried out continuously.

Supporting and Inhibiting Factors for Implementation

The results of interviews with the principal show that block center learning is designed as a medium to develop children's collaboration abilities through constructive play activities. The principal explained the supporting and inhibiting factors for implementation as follows:

"Factors that support the success of collaboration are by improving teacher competence in managing learning and the availability of adequate facilities and infrastructure. Obstacles or barriers that occur during block center learning include differences in student characteristics, limited learning time, and the presence of children who are not yet accustomed to cooperating and sharing play equipment." (Principal)

The Teacher also identified supporting and inhibiting factors in the implementation of block center learning:

"Supporting factors: With adequate facilities and infrastructure such as the number of blocks available at this school being sufficient for each child and the block mats used during center activities. Inhibiting factors: children often have difficulty with similar building shapes when returning them to their respective places." (Teacher)

These findings were reinforced by the results of interviews with the block Teacher who stated that children's collaboration skills develop gradually through habituation carried out in each center activity. The teacher explained that at the beginning of the semester not all children were able to cooperate, but after receiving consistent scaffolding, most children began to show positive behavioral changes. Differences in children's characteristics become an obstacle that needs to be addressed in improving collaboration skills.

The Teacher's Role in Developing Collaboration Skills

Observation results show that the development of children's collaboration skills undergoes quite significant changes after regularly participating in block center activities. Children begin to get used to discussing before constructing buildings, sharing play equipment, independently dividing tasks, and resolving simple conflicts through communication with peers. The principal explained the teacher's role in developing collaboration skills:

"In the block center, children learn to control their egos in arranging blocks to become a building that matches their own desires and those of their playmates. Children also learn to use blocks appropriately and share with other friends." (Principal)

The Teacher explained the strategies used to develop children's collaboration skills:

"By placing children according to their wishes, for example, the teacher prepares red, blue, green, and orange block mats. Then the teacher asks questions like: 'Who wants to play on the green mat?' then children answer and choose according to their wishes, and the teacher places children in small groups." (Teacher)

Parents also observed changes in children's collaborative behavior at home:

"AM takes out his lego toys to play with his cousin, then AM plans to make a submarine from the lego, then AM together with his cousin cooperates to make their version of a submarine." (Parent)

These findings show that changes in children's collaborative behavior also appear when at home. Children become easier to cooperate with, more responsible for simple tasks, and more capable of interacting positively with siblings and playmates.

4. DISCUSSION

Implementation of Block Center Learning

The research results show that the implementation of block center learning at TK Al Fursan Islamic School has been carried out systematically through the stages of planning, implementation, and evaluation of learning. These findings reinforce Lev Vygotsky's (1978) theory of social constructivism which states that the development of children's social and cognitive abilities takes place through interaction with the social environment. According to Vygotsky, the learning process occurs when children receive assistance from more competent individuals through scaffolding in the Zone of Proximal Development (ZPD). In block center learning, the teacher provides scaffolding gradually before, during, and after play activities. This scaffolding helps children understand play rules, build communication, divide tasks, and resolve simple conflicts. Thus, collaboration skills develop through interactions facilitated by teachers and peers.

These findings also support Pamela C. Phelps' (2019) theory regarding center-based learning that places children as the main actors in building learning experiences through play activities. Phelps explains that the learning environment must provide opportunities for children to explore, interact, and discover knowledge through direct experience. In this study, the teacher does not dominate the learning process but acts as a facilitator who creates an active learning environment so that children gain opportunities to discuss, make joint decisions, and build collaborative works.

The research results reinforce Yuliani Nurani Sujiono's (2013) concept of center learning that emphasizes the importance of four learning scaffolds, namely environmental play scaffolding, pre-play scaffolding, during-play scaffolding, and post-play scaffolding. All these stages appear to be

consistently applied at TK Al Fursan Islamic School. The consistency of scaffolding application provides a learning structure that helps children understand rules, develop a sense of responsibility, and improve cooperation skills. This shows that the success of block center implementation is influenced by the quality of learning management, not just by the use of block media.

From the perspective of child development, the research results also align with Jean Piaget's theory (1954), particularly the preoperational stage. At this stage, children begin to develop symbolic thinking abilities but still have egocentric tendencies. Group block building activities provide opportunities for children to reduce egocentric attitudes through experiences of sharing, discussing, and accepting others' opinions. Thus, block center learning becomes a medium that supports both social and cognitive development.

These findings also reinforce George S. Morrison's (2021) theory which states that a learning environment rich in play activities will improve children's social, communication, and cooperation development. The block center environment designed with various types of blocks, open play spaces, and small group divisions allows children to engage in intensive social interactions. This environment becomes an important factor in forming collaborative behavior because children gain learning experiences that take place naturally through play activities.

When compared with previous research, these findings align with Maulany & Putri's (2024) research which concluded that block center learning improves social interaction and active child engagement. However, this study provides a broader contribution because it not only describes learning implementation but also explains the relationship between block center implementation stages and the development of collaboration skills based on observation, interview, and documentation results in a triangulative manner. These findings also support the results of Ningsih & Rohita's (2024) research which found that the use of block media can improve cooperation skills in children aged 5-6 years. The difference is that Ningsih & Rohita's research used a quantitative approach to measure the improvement in cooperation skills, while this study used a qualitative approach so that it can explain the learning implementation process that causes collaboration skills to develop.

Children's Collaboration Skills in Block Center Learning

The research results show that not all children are able to collaborate optimally immediately when participating in block center learning. At the beginning of the semester, there were still children who preferred to play alone, defended the blocks they had, were unable to share tasks, and had difficulty accepting friends' opinions. However, this condition gradually changed after the teacher provided consistent scaffolding and provided assistance during activities. These findings indicate that the development of collaboration skills is a process that takes place gradually. Differences in individual characteristics, emotional maturity, social experience, and communication abilities cause each child to have a different pace of development.

These findings reinforce Lev Vygotsky's theory (1986) regarding the importance of teacher assistance in developing children's abilities. The teacher at TK Al Fursan Islamic School does not force children to immediately be able to cooperate but provides gradual support through group placement, giving examples, directions, and assistance when conflicts occur between friends. This

strategy is a form of scaffolding that allows children to learn through real social experiences until they are eventually able to collaborate independently.

From Jean Piaget's perspective (1951), these research results show that children's behavior of still defending toys or wanting to win alone is a normal developmental characteristic at the preoperational stage. Children are still learning to understand others' perspectives, so they need repeated social experiences in order to be able to share and cooperate. Block center activities provide these experiences through group games that require children to communicate, negotiate, and make joint decisions.

The research results also support George S. Morrison's (2021) theory which states that children's social development is influenced by the quality of the learning environment. The teacher creates a safe, enjoyable environment that gives children opportunities to interact without pressure. Such an environment allows children to build self-confidence, develop empathy, and learn to resolve conflicts through communication. The research findings also support Mildred Parten's (1932) theory about the stages of social play which shows that children aged 5-6 years begin to enter the cooperative play stage, where they begin to work together in groups to achieve common goals.

When compared with previous research, these findings align with Rahmawati & Nurhayati (2026) which stated that block play activities improve social communication and positive interaction in children. However, this study expands these findings by showing that collaboration development is influenced by the process of teacher assistance carried out consistently as well as by each child's individual characteristics. These findings also reinforce Fauziah & Azizah's (2023) research which concluded that the teacher has an important role in building children's social interactions during play activities. This study shows that the teacher's role is not only as a companion but also as a learning environment designer, communication facilitator, conflict mediator, and evaluator of children's social development.

Supporting and Inhibiting Factors for Implementation

The research results identified several supporting factors for the implementation of block center learning, namely the availability of adequate facilities and infrastructure and teacher competence in managing learning. Inhibiting factors included differences in student characteristics, limited learning time, and the presence of children who were not yet accustomed to cooperating and sharing play equipment. These findings align with Urie Bronfenbrenner's (1979) theory of developmental ecology which explains that child development is influenced by various environmental systems, including the school environment and social interactions within it.

The research findings show that obstacles that arise during the implementation of block center learning are not weaknesses of the learning model but part of the process of social development in early childhood. It is precisely through these obstacles that the teacher has the opportunity to provide appropriate stimulation so that collaboration skills develop gradually. This shows that the success of block center learning is not only determined by the media used but also by the teacher's competence in managing classroom social interaction dynamics.

This study also identified the teacher's role in overcoming block center learning obstacles through consistent scaffolding provision, habituation, play group management, and assistance appropriate to children's developmental characteristics. These findings reinforce Beaty's (2014) research which stated that early childhood teachers must be able to observe and respond to children's individual social needs. The teacher at TK Al Fursan demonstrated this ability by providing special attention to children who had difficulty collaborating through individual assistance and placement in appropriate groups.

Relationship of Findings with Theory and Previous Research

The results of this study contribute to the development of center learning theory and early childhood collaboration skills. The research findings reinforce Vygotsky's (1978) social constructivism theory which emphasizes the importance of social interaction in children's cognitive and social development. This study also expands the application of this theory by showing how block center learning can be an effective means of implementing scaffolding principles in developing collaboration skills in children aged 5-6 years.

The results of this study are also relevant to Parten's (1932) social development theory which shows that children aged 5-6 years begin to demonstrate cooperative play abilities. The research findings show that block center learning facilitates children's transition from parallel play to cooperative play through structured group activities supported by teacher scaffolding. This aligns with Hidayati & Wahyuni's (2021) research which found that constructive play has a positive influence on social abilities and interaction in early childhood.

This study also has relevance to Gardner's (1983) theory of multiple intelligences which emphasizes the importance of developing interpersonal intelligence. Block center learning provides opportunities for children to develop interpersonal intelligence through social interaction, cooperation, and communication during play activities. The research findings show that children who regularly participate in block center activities show improved abilities to interact positively with peers, both at school and at home.

From the perspective of previous research, this study enriches Sari & Hartati's (2022) findings on the implementation of center learning models in developing early childhood social-emotional development. This study provides a more specific picture of block center implementation and its impact on children's collaboration skills. In addition, this study also expands Sylvani et al.'s (2024) findings on the benefits of block media for early childhood by showing how block media can be used systematically in center learning to develop collaboration skills.

This study also has practical implications for teachers and early childhood education institutions. The research findings show that the success of developing collaboration skills through block centers requires careful planning, consistent implementation, and continuous evaluation. Teachers need to have competence in managing center learning, providing appropriate scaffolding, and providing responsive assistance to each child's needs. Schools need to support the implementation of block center learning through the provision of adequate facilities and infrastructure and improving teacher competence through training.

This study has several limitations, including a limited number of participants (12 children) and a research location of only one school, so the research results may not be generalizable to a wider population. Future research is recommended to involve more participants and more diverse research locations to obtain a more comprehensive picture of the effectiveness of block center learning in improving collaboration skills in early childhood. Longitudinal research is also recommended to observe the development of children's collaboration skills over a longer period of time.

5. CONCLUSION AND SUGGESTIONS

Based on the results of data analysis obtained through observation, in-depth interviews, and documentation, it can be concluded that the implementation of block center learning at TK Al Fursan Islamic School has been carried out systematically through the stages of planning, implementation, and evaluation of learning in accordance with the principles of center learning. The teacher acts as a facilitator who designs the learning environment, provides scaffolding before, during, and after play, and provides assistance to the process of children's social interactions. Supporting factors for implementation include the availability of adequate facilities and infrastructure and teacher competence in managing learning, while inhibiting factors include differences in student characteristics, limited learning time, and the presence of children who are not yet accustomed to cooperating and sharing play equipment.

The research results show that block center learning is an effective social learning tool in building early childhood collaboration abilities. Children who regularly participate in block center activities show improved abilities to cooperate, share tasks, communicate, respect friends' opinions, and resolve simple conflicts. Teachers are able to overcome block center learning obstacles through consistent scaffolding provision, habituation, play group management, and assistance appropriate to children's developmental characteristics. Overall, the research results support the proposition that systematically designed block center learning implementation can improve collaboration skills in children aged 5-6 years.

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