

ANALYSIS OF PAUD LEARNING MODEL BEYOND CENTERS AND CIRCLE TIME (BCCT) IMPLEMENTATION

Wilis Werdiningsih

IAIN Ponorogo

E-mail: werdiningsih@iainponorogo.ac.id

Elfi Yuliani Rochmah

IAIN Ponorogo

E-mail: elfi@iainponorogo.ac.id

Abstract: Early Childhood Education (PAUD) is an important stage for a child's growth. The selection of educational institutions with certain learning models, is very important for parents to consider before making a choice in one school. There are various kinds of PAUD learning models. Among these learning models are the classical model, the cooperative learning model, the center and circle time-based learning model (beyond centers and circle time/BCCT) and the area learning model (interest). Among these models, the center-based learning model and circle time are learning models that are still rarely applied in PAUD. Even though this learning model is an interesting learning model because it provides opportunities for children to take a part in different learning activities every day. This study aims to analyze the center-based learning model and circle time in terms of preparation and implementation. The approach used in this study is a qualitative approach. Data were obtained through interview, observation and various literature related to PAUD learning models. The results show that the center-based learning model and circle time is a learning model with four steps, namely the environmental footing, the footing before playing, the footing during playing and the footing after playing in the learning activities. The application of this learning model requires teachers to carry out preparatory activities every day. It is hoped that the aspects of children's development can improve through various series of activities in the central class which are followed by children alternately every day.

Keywords: Learning Model, Beyond Centers and Circle Time/BCCT

Abstrak: Pendidikan Anak Usia Dini (PAUD) merupakan tahapan penting bagi tumbuh kembang seorang anak. Pemilihan lembaga pendidikan dengan model pembelajaran tertentu sangat penting untuk dipertimbangkan orang tua sebelum menentukan pilihan dalam satu sekolah. Ada berbagai macam model pembelajaran PAUD. Di antara model pembelajaran tersebut adalah model pembelajaran klasikal, model pembelajaran kooperatif, model pembelajaran berbasis waktu pusat dan lingkaran (beyond centres and circle time/BCCT) dan model pembelajaran area (minat). Diantara model-model tersebut, model pembelajaran berbasis sentra dan circle time merupakan model pembelajaran yang masih jarang diterapkan di PAUD. Padahal model pembelajaran ini merupakan model pembelajaran yang menarik karena memberikan kesempatan kepada anak untuk mengikuti kegiatan belajar yang berbeda setiap harinya. Penelitian ini bertujuan untuk menganalisis model pembelajaran berbasis sentra dan waktu lingkaran ditinjau dari persiapan dan pelaksanaannya. Pendekatan yang digunakan dalam penelitian ini adalah pendekatan kualitatif. Data diperoleh melalui wawancara, observasi dan berbagai literatur terkait model pembelajaran PAUD. Hasil penelitian menunjukkan bahwa model pembelajaran berbasis sentra dan circle time merupakan model pembelajaran dengan empat langkah yaitu pijakan lingkungan, pijakan sebelum bermain, pijakan saat bermain dan pijakan setelah bermain dalam kegiatan pembelajaran. Penerapan model pembelajaran ini menuntut guru untuk melakukan kegiatan persiapan setiap hari.

Wilis Werdaningsih, Elfi Yuliani Rochmah, Analysis Of Paud Learning Model Beyond Centers And Circle Time (BCCT) Implementation

Diharapkan aspek perkembangan anak dapat meningkat melalui berbagai rangkaian kegiatan di kelas sentral yang diikuti oleh anak secara bergantian setiap hari.

Kata kunci: Model Pembelajaran, Beyond Centers dan Circle Time/BCCT

INTRODUCTION

Early childhood is different from adults. It has a unique specialty and requires special attention in order to develop its potential optimally. One way that can be done is to provide the right education for children as early as possible. This education can be provided by parents directly or through educational institutions chosen by parents at a certain age.

In general, at the beginning of a child's education, parents are the only source of learning. Both fathers and mothers directly or indirectly teach many things to children. They parents provide various kinds of information which is then accepted and imitated by children. Children learn about recognizing words from various objects, colors, animals, plants and so on. Children also learn how to apply good habits from various activities they do, such as how to talk, dress, eat, drink and other activities. Therefore, it is important that the efforts of parents to ensure a conducive environment for children's development, one of which is starting from the family environment.

However, over time, parents choose to send their children to early childhood education institutions (PAUD). This institution became the first adjudication of parents after they felt that it was time for their children to be sent to school. Based on the Minister of Education and Culture Number 137 of 2014 concerning National Standards for Early Childhood Education, early childhood education starts from birth to 6 years of age. At the age of 0-2 years, the type of PAUD service can be through a Child Care Park (TPA) and or a Similar PAUD Unit (SPS). For children aged 2-4 years, the type of PAUD services can be provided through Playgroups (KB), TPA and/or SPS. Whereas in the age range of 4-6 years, the type of service can be through family planning, Kindergarten (TK), Raudatul Athfal (RA), Bustanul Athfal (BA), TPA or SPS. Parents according to their respective conditions, can have a level of education according to the age of the child.

As is known, PAUD is important because the age range 0-6 years is the golden age stage. So that this time is the right time to provide good stimulation or stimulation for child development. The golden age stage itself is interpreted as a

stage of rapid development of children starting from the physical, motor, social, emotional, cognitive and language aspects. Stimulus given to children has a very big influence so that children's development can develop in a balanced way.¹ Actually, since the fetus is in the womb, the process of development and early childhood education has begun. This can be known when the fetus responds after being given a stimulus in the form of sound, both from music and other sounds that are heard. In addition, at this age the intelligence aspect of children has also increased significantly. Therefore it is important for parents to facilitate children, because children's curiosity is at its peak. Meanwhile, at later ages, children's curiosity cannot be the same or exceed this golden age. Another thing that parents need to know is that early childhood learning orientation is important to be more directed at self-development, such as interest in learning and potential and basic abilities, not focusing on cognitive academic achievements, such as the ability to read, write, count and master knowledge other.²

In practice, each educational institution has a different learning model from one school to another. The learning model applied in this PAUD institution affects the implementation of activities in schools every day. The majority of PAUD institutions use the classical learning model. The classical learning model is a model with a learning pattern that allows teachers to teach all children in one class and at the same time (classical). Almost all schools, especially in the Ponorogo area, use this learning model because they consider the classical learning model to be the right and easy model in terms of preparation and implementation. In contrast to the center and circle time (BCCT) based learning model, which requires more preparation. The preparation in question includes the preparation of a room as a center class place and also various kinds of learning media in each of the existing center classes. In terms of school buildings, of course, more space is needed. In addition, in terms of financing also requires greater costs. Not only that, the application of the central class also requires the skills of the teacher in implementing this learning model. That's why until now, there are still a few PAUD institutions that apply the center-based learning model and circle time.

¹ Suyanto, *Konsep Dasar Anak Usia Dini* (Jakarta: Departemen Pendidikan Nasional, 2005), 6.

² Mulyasa, *Manajemen PAUD* (Bandung: PT Remaja Rosdakarya, 2014), 34.

Among the advantages of the center-based learning model and circle time, there is a variety of activities that children participate in every day. Every day, each class has a different center class schedule. In addition to the variations in the center classes, of course there are also variations in different activities in each center class. Among the several centers that exist are the preparation center class, nature center class, macro and micro role center class, art center class and beam center class. In addition, in the center-based learning model and circle time, the learning process is centered in the play center and focuses on children where when children are in a circle they use four types of scaffolding to support children's development, namely (1) the footing of the playing environment; (2) footing before playing; (3) footing during play; (4) footing after playing. In this study, it will be studied in more depth related to the center-based learning model and circle time as well as efforts in the preparation and implementation of schools in implementing this model.

METHODS

This study used qualitative research methods. A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. This method was chosen because it examines the natural object of research or in real conditions. The research location was chosen at PAUD institutions that have implemented center-based learning models and circle time, namely at TKIT 2 Quurrota A'yun which is located at Jalan Imam Bonjol number 184 B, Kauman Ponorogo village. Data collection techniques were carried out using interview, observation and documentation techniques. This research is also strengthened by information from various literatures related to the center-based learning model and circle time. The data analysis in this study is similar to the data analysis described by Huberman and Miles, namely data reduction, displaying data, and concluding and verifying.

RESULTS AND DISCUSSION

A. Preparation for the Implementation of the Center and Circle Time (BCCT) Based Learning Model

As previously explained, the center-based learning model and circle time are different from other learning models. This learning model changes learning activities that were originally teacher-centered or teacher-centered activities to

become student-centered or more student-centered learning activities (emphasizing greater student involvement). Teachers in learning activities act as mediators, facilitators and motivators who accompany children in learning. Thus, aspects of child development can develop optimally.³

Among the preparations that can be done in applying this learning model is that before learning activities, each class teacher is required to make a daily lesson plan (RPPH) and an assessment plan. The assessment plan contains the indicators to be achieved in each lesson and also the aspects to be assessed. The assessment form is given by the class teacher to the center teacher. So that when the learning center takes place, the center teacher provides an assessment according to the observations of children's learning activities.

In the implementation of the learning center, there are 4 steps, namely the footing of the playing environment, the footing before playing, the footing during playing and the footing after playing. Each step has a specific activity that children must follow. The first step is the playing environment. In terms of the playing environment, before learning, the central teacher has prepared at least 4 to 5 different densities/choices to play in a meeting that is adjusted to the number of children. The ratio is one density for 3-4 children. This is to avoid children in groups, causing children not to focus on playing activities at density. The higher the density, the happier the children, because they are challenged to play a variety of different activities in each density. Each density is laid out on a small rug that is a sign of a children's play area. Each density is labeled/activity name. For example, grinding play dough, weighing, picking grains. The naming of each of these activities is to help children learn to read, especially for play groups and Kindergarten A.⁴

Second, the footing before playing. In the footing activity before playing, it is filled with opening activities, apperception, explanation of how to play at each density and making an agreement on the rules of the game. The apperception activity was filled with various activities, such as singing, clapping, greeting all students and not forgetting literacy activities by reading stories according to the theme to be delivered. For example, the theme of family, then

³ Yuni Lestari, *wawancara*, Ponorogo, 23 Juli 2020.

⁴ *Ibid.*,

the story read is about a story about family. At the end of the storytelling activity, the teacher emphasized the new vocabulary that the children learned today and also emphasized their literacy. Vocabulary related to family, such as father, mother, brother and sister. Next, the teacher explains how to play at each density, gives examples and shows the finished work if the game produces a work/product. So if there are children who are still confused when playing, it is certain that the child does not pay attention when the teacher explains how to play. Especially for the use of sharp objects such as scissors or picture matchers, the teacher emphasizes that children are more careful. If the product is in the form of results that require children's creativity, it is emphasized on children to make works that are better and different from what is exemplified by the teacher.

Finally, before playing, an agreement is made regarding the rules of the game that the child must obey. The contents of the play agreement are that each child must play and share with friends, each child must be willing to tidy up/return toys to their original place, ask permission when leaving class to go to the bathroom, keep their feet, hands and mouth so as not to hurt friends.

Third, the footing during the game. In foothold activities during play, teachers are more likely to observe and provide motivation while assessing children's playing activities. The teacher does not interfere much, because everything has been explained at the beginning. The assessment form is in the form of anecdotal notes, checklists and an assessment form for the work that has been made by each class teacher.

Fourth, the footing after playing. When time is running out, at least 10 minutes and 5 minutes less, then the teacher tells the child to finish the activity immediately. So that the child can get ready to finish it. After that the children tidy up the toys by returning them to their place. The teacher gives a lot of motivation in tidying up activities. After tidying up, the next activity is recalling, where the teacher asks what activities have been done earlier. So in this activity, the development of the language aspect is more emphasized, namely the child tells about what has been done. In addition, children were also asked what games they liked the most. So that children learn to know what he likes and why. All children are given the opportunity to tell stories. For children who are quiet, the teacher provokes them to want to tell stories.

In general, the preparation for the implementation of the center-based learning model and circle time is as follows:

- 1) The material in each theme is delivered in five central classes.
- 2) Each class teacher makes a RPPH and assessment plan which will later be used by the center teacher in assessing children's play activities in each center.
- 3) In every game activity at the center there are four steps, namely the footing of the playing environment, the footing before playing, the footing when playing and the footing after playing.
- 4) The teacher prepares a minimum of four densities or choices of play at each center.
- 5) In the playing environment, the teacher prepares all the equipment for each play option in the morning before the children come.
- 6) In the step before playing, it is filled with opening activities, apperception, literacy by reading stories according to the theme, emphasizing new vocabulary and literacy, explaining playing activities in each density and making agreements.
- 7) In a foothold during play, the teacher motivates students to do activities well and provide an assessment.
- 8) In the footing after playing, filled with activities to tidy up toys and also ask questions about activities that have been carried out by children.
- 9) The division of groups is carried out in various ways, by providing opportunities for children to choose their own playmates. Each get a chance to play with all friends.

B. Implementation of the Centers and Circle Time (BCCT) Based Learning Model

The implementation of the center-based learning model and circle time requires the existence of several rooms that are used as center classes. Among the several existing center classes are the preparation center class, the nature center class, the macro and micro role center class, the beam center class and the art center class. The various kinds of center classes require different activities and learning media used. However, the stages in learning

activities every day are the same, as is the flow of the stages of implementing center-based learning and circle time.

Every day, class teachers are required to make RPPH and assessment plans which will later be used by center teachers in assessing children's play activities in each center. RPPH is used as a reference in carrying out learning activities. Each center activity at every level, both play group, TK A and TK B has differences that are adjusted to the level of child development. For example, the activities in the preparatory center, for the play group level, are more about recognizing letters and numbers, while for the Kindergarten A level they have started learning to read.

The preparation for the learning center is carried out by the teacher in the morning before the students arrive. Exactly at 07.00, the teacher had come to prepare four different densities according to the theme to be delivered. For example, at density one, children play puzzles. At density two, the child arranges the letters. At density 3, children play with ice cream sticks and at density 4, children are weaving. As the guidelines in the learning center, in the activities at the preparation center there are four steps, namely the environmental footing, the footing before playing, the footing during playing and the footing after playing. In the environmental footing, the teacher arranges the four densities according to the themes and activities that have been planned. While in the footing before playing the teacher fills it with opening activities, apperception, literacy, explanation of how to play and making agreements. The literacy activity is filled with reading stories interspersed with singing and clapping activities. Dialogue between teachers and students is also always carried out to explore children's curiosity, as well as develop their language skills. And on the footing after playing, it is filled with activities to tidy up toys and also recall activities that have been carried out by children. The duration of the activity at the preparation center is approximately 1 hour. Learning in the center class is carried out after the children take part in the circle morning activity with the class teacher. Assessment activities are carried out by the center teacher, using an assessment form that has been made by the class teacher.

In general, the emphasis of learning in each center is different. However, in each stage of the center activity which includes four steps, the teacher has

ample space to provide stimulation to aspects of child development so that they develop rapidly. The activities in the center class that support children's development are as follows:

- 1) Cognitive: listening to the teacher in reading story books, playing with letters and numbers.
- 2) Language: retelling the story heard, dialogue with the teacher, retelling the play activities carried out in each density, mentioning the density you like the most and the reason.
- 3) Emotional social: working with different groups every meeting, sharing toys with group friends, completing work in each density.
- 4) Religion: starting and ending activities with prayer, being grateful for the health blessings that God gives each lesson.

Through various activities in the center class, it can support the development of five aspects of child development, namely physical-motor, cognitive, social-emotional, language and moral and religious aspects. In the stages on the 4 steps, namely the playing environment footing, the footing before playing, the footing during play and the footing after playing, the teacher has a wide space to provide stimulation to aspects of child development so that they develop rapidly.

CONCLUSION

Learning models are things that need to be considered by educational institutions. This model gives color to every activity carried out at school. The center-based learning model and circle time are different learning models from other models. In its implementation, this model requires preparation both in terms of the facilities and infrastructure needed, financing and teaching staff.

In the learning centers there are four steps, namely the environmental footing, the footing before playing, the footing during playing and the footing after playing. At each step there are specific activities that must be carried out in all centers. In this learning model, every day children have a different center class schedule. There are five center classes, namely the preparatory center class, the nature center class, the macro and micro role center class, the beam center class and the arts center class. The variety of learning activities in each central class also encourages children to be more enthusiastic in learning many things.

REFERENCES

- Anak Usia Dini. *Pedoman Penerapan Pendekatan "Beyond Centers and Circle Time (BCCT)" (Pendekatan Sentra Dan Lingkaran) Dalam Pendidikan Anak Usia Dini*, n.d.
- Direktorat Pendidikan Anak Usia Dini. *Pedoman Penerapan Pendekatan "Beyond Centers and Circle Time (BCCT)" (Pendekatan Sentra Dan Lingkaran) Dalam Pendidikan Anak Usia Dini*. Jakarta: Departemen Pendidikan Nasional, 2006.
- Fadlillah, Muhammad. *Desain Pembelajaran PAUD (Tinjauan Teori Dan Praktik)*. Yogyakarta: Ar Ruzz Media, 2012.
- Hijriati. "Pengembangan Model Pembelajaran Pendidikan Anak Usia Dini." *UIN Ar Raniry Banda Aceh III*, 2017.
- Mayangsari, Tyas, and Yuliani Nurani. "Pengembangan Model Kegiatan Sentra Bermain Dalam Mengembangkan Kreativitas Anak Usia Dini." *Pendidikan Usia Dini II*, 2017.
- Mulyasa. *Manajemen PAUD*. Bandung: PT.Remaja Rosdakarya, 2014.
- Puspitasari, R. N. (2022). Pengaruh Model Pembelajaran Sentra Bahan Alam Terhadap Perkembangan Kognitif Anak Usia Dini. *Jurnal Pendidikan Anak*, 40-46.
- Puspitasari, R. N. (2022). Perilaku Hidup Bersih Dan Sehat Melalui Metode Pemberian Tugas (Resitasi) Di Era New Normal. *JURNAL ASGHAR*, 1-11.
- Sujiono, Yuliani Nurani. *Konsep Dasar Pendidikan Anak Usia Dini*. Jakarta: Indeks, 2009.
- Suyadi. *Psikologi Belajar Anak Usia Dini*. Yogyakarta: PT Pustaka Insan Madani, 2010.