



Obstacles and Solution of Beyond Centers and Circle Time (BCCT) Implementation

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Abstract

Early Childhood Education (PAUD) receives enormous attention from the government, because preparing the next generation needs to pay attention to how to foster children from an early age. One method of learning for young children that is fun and interesting is Beyond Centers and Circle Time (BCCT) or better known as the Center Method. The purpose of this study was to analyze the Obstacles and Solution of Beyond Centers and Circle Time (BCCT) Implementation in TK ABA 2 Banjarmasin. However, this method has not been widely applied in South Kalimantan Province, especially in Banjarmasin. TK Aisyah Busthanul Athfal (ABA) 2 in Banjarmasin is the first kindergarten that has implemented in Banjarmasin. Therefore, this qualitative research was conducted with a case study approach, to explore the TK ABA 2 Kindergarten Banjarmasin process so that they could use BCCT, as well as the problems and solutions they had faced so that they could be input for other schools who wanted to also use this method. The principle and six teachers were interviewed to get information about the case. TK ABA 2 Banjarmasin started implementing BCCT in 2013. There are a number of things that need to be prepared, including preparing teachers especially in terms of educational background and center preparation including the availability of toys in each center. Obstacles can be resolved if all stake holders are dedicated to implement BCCT.

How to Cite

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INTRODUCTION

The Government of the Republic of Indonesia is very concerned about Early Childhood Education (PAUD), as can be seen from the inclusion of PAUD in the Law of the Republic of Indonesia Number 20 of 2003 concerning National Education System article 28 (Presiden Republik Indonesia, 2003). To prove that our government is serious in fostering PAUD, the Republic of Indonesia Minister of Education and Culture Regulation No. 137 of 2014 came out on the National Standard for Early Childhood Education (Menteri Pendidikan dan Kebudayaan Republik Indonesia, 2014). PAUD is the education of children from birth to age 6 (six) years before they enter further education. PAUD services can be carried out by formal educational institutions such as "Kindergarten (TK) / Raudatul Athfal (RA) / Bustanul Athfal (BA) / Play Group (KB) / Child Care Park (TPA), or Similar Kindergarten Unit (SPS)".

PAUD is very important because at that time the child is in the golden age where the environment is very instrumental in shaping him or her so he or she has the readiness of physical and psychological functions to develop his potential and intelligence (Ariyanti, 2016). Therefore, educators and parents must provide learning experiences through observing, imitating, and experimenting, so it is very clear that parents play a very important role in this golden age to shape character (Siregar, 2013). In addition, learning must take place in an interesting, interactive, and enjoyable manner, therefore the learning model must also be a concern.

The learning methods is a detailed process design and situation creation so that changes and development in children occur optimally in religious and moral, physical-motor, cognitive, language, social-emotional and artistic aspects according to the child's age level (Hijriati, 2017). The learning method will be effective if it is supported by the curriculum and applied by educators. Educators must create pleasant situations so that children are motivated to play a role in the learning process.

One of the learning methods in PAUD is Beyond Center and Circle Time (BCCT). The BCCT method is a PAUD curriculum model that was coined by Dr. Maria Montessori (1870-1952) (Seto, 2018), later developed by Pamela C. Phelps, Ph.D through the Creative Center for Childhood Research and Training (CCCRT) education and research institutions, Tallahassee, Florida, The United States since 1989 both for

normal children and children with special needs (Mustofa, 2018). Furthermore, Phelps developed centers containing educational toys (APE) so that children can do three types of play, namely: playing sensor motor, playing development, and playing a role. In a pure concept designed by Phelps, the needs of three types of play are met at the Center for Natural Materials, the Center for Preparation, the Center for Small Role Play, the Center for Large Role Play, the Center for Arts, and the Center for Blocks.

BCCT was first brought to Indonesia by drg. Wismiarti founded the Al-Falah School in 1996 by involving Phelps directly as a consultant with the addition of the Faith and Taqwa (Imtaq) Centers. Subsequently, in 2002, Dr. Fasli Jalal, Expert Staff of the Minister of National Education began to design the spread of BCCT throughout Indonesia (Mustofa, 2018). Since then the BCCT method was introduced in all provinces in Indonesia.

Departemen Pendidikan Nasional (2006) stated that BCCT focuses on children in the learning process, "... using 4 types of scaffolding to support child development, namely (1) the playing environment scaffolding; (2) before playing scaffolding; (3) during play scaffolding; and (4) after playing scaffolding." The scaffolding may vary according to the situation and condition of students and is given when the educator and child sit in a circle before and after a planned and directed game. The scaffolding is very important to stimulate all aspects of plural intelligence in students.

The implementation of BCCT makes children an "autonomous subject" who must develop their abilities, while teachers only passively motivate, facilitate, accompany, and provide scaffoldings. The advantage of this model is that it provides an experience for children to play completely, flexibly, and contextually in a circle. The teacher provides support so that children are active, creative, and dare to make their own decisions. Therefore, the teacher can develop hard-motoric, fine-motoric, language, cognitive, and socio-emotional students. While the weakness is that this method prevents the freedom of children to choose more than one game (Hijriati, 2017).

Some studies have been conducted relating to the implementation of BCCT, including research by Fitria (2014) which examines the application of this method in Class 1 Elementary Schools in Tangerang starting from planning and learning processes without using the concept of subjects, only by thematically according to existing centers. This qualitative research describes

the process of initial activities, core activities, and closing activities with a fun, not boring, interesting, and not burdensome students. Assessment is done by noting the child's development in the form of the narrative without written exams (middle test and final test).

Another study was carried out by Fitriana, et al., (2018) at the IT Kindergarten in Bandar Lampung. The results of this qualitative descriptive study were in implementing the center methods ranging from preparation, implementation, and evaluation in accordance with the Ministry of National Education. The kindergarten uses two curricula (IT and Permendiknas from the government) and is based on Islam to implement noble character. Every day children change centers so that it reduces boredom. The center method is implemented to children so they do not have the freedom to choose centers, there are still many educators who do not fit their fields, and need more training so that the type of play can vary.

Next research was by Yuningsih, et al., (2018) conducted a qualitative study in PAUD, Semarang to describe and analyze the learning of the BCCT model. The planning was assessed by curriculum determination using the 2013 Curriculum. The implementation was in accordance with the BCCT application, starting from the arrangement of the playing environment, welcoming children, the opening playing, transitioning, playing at the center, eating lunch together, and closing activities. While the assessment was in the form of narrative description, portfolio assessment, checklist assessment, report cards, and anecdotes: "Not Developing / BB", "Starting to Develop / MB", "Developing in line with Expectations / BSH", and "Developing Very Good / BSB".

Ethnographic qualitative research was carried out by Iswantiningtyas dan Wulansari (2019) in Tauladan Kindergarten, Kediri looked at the learning process with the SELI model (Centers and Circles) in instilling character education. The activity starts with a morning journal, after that playing at the center. Before playing the theme discussed by the teacher, then carried out recalling (asking children to retell the experience when they play the game). At this time character education can be instilled in early childhood appropriately.

Hamzah (2016) conducted observations of the implementation of the BCCT in Islamic Kindergarten in Pontianak The tasks of the teachers were, as follows: (1) asking the children to clean the toys and keep them in place; (2) car-

rying out recalling activities; (3) asking the child's feelings when they play; (4) provide positive reinforcement; and (5) motivating students to relate to the theme of learning/games. BCCT needs to be applied procedurally, consistently and continuously so that early childhood can: (1) develop their potential in all aspects; (2) running the spirit of constructivism to be a creative and innovative child; (3) feel joyful learning; (4) construct knowledge and experience; (5) independent in doing his work; (6) is responsible for facing his work; and (7) socializing especially in collaborative games. In addition, teachers can focus more on preparing themselves, because they only handle one center per teacher.

Province of South Kalimantan, especially in Banjarmasin, not many kindergartens have implemented the BCCT method. One kindergarten that has implemented this method is TK Aisyah Busthanul Athfal (ABA) 2 Banjarmasin. Of the 44 TK ABA in South Kalimantan, only this TK has implemented the BCCT method, therefore it is very interesting to know how the ABA 2 Banjarmasin Kindergarten process has finally been able to implement the BCCT method, as well as what are the obstacles and ways of resolution that have been carried out by the Principal and his teaching staff. This is a new perspective to see how kindergarten implements BCCT in the first place. It is hoped that this research can become one of the readings for kindergartens who want to apply the BCCT method. The purpose of this study was to analyze the Obstacles and Solution of Beyond Centers and Circle Time (BCCT) Implementation in TK ABA 2 Banjarmasin.

METHOD

This research was a qualitative research with a case study approach that was very common, among others, used for education (Starman, 2013). Harling (2012) further asserted that the case study is a holistic investigation of certain phenomena at the scene immediately. According to Bonnici and McGee (2014) the purpose of case studies is to explain the unique and interesting characteristics of a case be it organization, industry or market. In this research, the focus is on TK ABA 2 Banjarmasin, how its history has been able to use the BCCT method, as well as obstacles and how to solve problems that arise due to the use of this method.

In-depth interviews were conducted to collect data from the School Principal and center teachers, classroom observations and data on ABA 2 Kindergarten Banjarmasin. This research

approach involves systematic investigation of human behavior, in natural settings, relying on verbal and visual communication, so as to answer research questions (Martins, 2013). Data Analysis of qualitative research according to Creswell (2012) are: (1) organizing data, (2) transcribing data, (3) analyzing data, (4) describing data, and (5) summarizing data.

RESULT AND DISCUSSION

This research was conducted at TK ABA 2 Banjarmasin, which is located at Jl. Cempaka II RT.01 No. 29 Kertak Baru Ulu, Banjarmasin Tengah, Banjarmasin, South Kalimantan. This school has the most kindergarten students in South Kalimantan with 166 students (2018/2019). This school was established on March 3, 1953 with an initial 10 students at that time.

TK ABA 2 was led by Mrs. Hj. Wahidah. Then proceed by Mrs. Hj. Masridian, Mrs. Hj. Noraini Ms. Hanifah, Ms. Hj. Siti Rohana, and Ms. Muslimah. The development of TK ABA 2 experienced rapid development in the period of Mrs. Hj. Siti Rohana. Initially, the teachers who taught were only high school graduates or teachers' school (SPG). Mrs. Hj. Siti Rohana was fighting for opportunities for teachers to obtain scholarships to continue their education to Bachelor level. Every year in turns, the teachers continue their education. By 2015, all 16 teachers at TK ABA 2 got the bachelor degree.

TK ABA 2 has 4 classrooms, 1 principal's office, 1 Muhammadiyah Office, 1 operator room, 2 libraries, 1 role-play center, 1 nature center, 1 playground, 1 multipurpose room, 2 toilets and 1 bathroom, 14 tables, 12 blackboards, and 1 UKS (health center) room. Extracurricular activities include swimming, dance, drum band, and coloring. Besides 16 certified teachers include principles and deputy principles, TK ABA 2 also has 1 education staff (school operator), 1 employee who works in the kitchen, and 2 employees as security guards.

Observation activities were carried out on July 29, 2019 at TK ABA 2. Observations were carried out by observing various facilities and infrastructures owned by TK ABA 2. Facilities owned by TK ABA 2 strongly supported the implementation of the center method. Owned facilities include rooms for implementing center activities and various learning media in center activities. In addition, there was some budget given by the foundation for the implementation of the center's methods.

The deep interviews with the principles

and representatives' teachers of each center. They further explained about BCCT, "TK ABA 2 has already implemented that method since 2013. All materials are distributed to the children through activities that are planned and organized so that the students can draw the conclusion after every activity based on the learning objectives. There are eighteen attitudes, seven intelligences and eight domains of thinking. All of them are packaged in an integrated manner through playing activities at seven centers, namely preparatory center, role-play center, imtaq (faith and religion) center, natural material center, art center, and blocks center. Every day the students change the center". The principal also added that, "Initial preparation for the center's activities is the willingness of the teachers. TK ABA 2 Banjarmasin has 6 centers for TK A and 6 centers for TK B. The plan this year (2020) plans to add a new center (IT) intended to be able to teach children to draw, draw lines etc." This is in line with the research conducted by Hijriati (2017). She mentioned that the children are encourage to be active, creative, and dare to make their own decisions by the teachers.

The preparations before implementing the BCCT methods according to the principles are "Asking the support from Muhammadiyah 4th Branch, especially for funding the teachers to get their higher education to bachelor degree in early childhood and also funding to prepare for the centers." Other teachers (T1) add up some opinion, "We don't have to buy for the toys for each center, teachers just have to be creative to use recycle things. There are lots of YouTube content that we can do to add the toys. Sometimes, we asked the parents to donate unused toys or recycle things in their homes, such as plastic bottles or glasses." Besides another teacher (T2) added, "Every week the teachers must prepare which activities that they have to do with the children and then adjust to the curriculum." This is also mentioned by Yuningsih, et al., (2018) that teachers must prepare all the activities from preparation up till the assessments for each week. That's why we can know that the objectives of each activities are achieved, such as: "Not Developing / BB", "Starting to Develop / MB", "Developing in line with Expectations / BSH", and "Developing Very Good / BSB".

The implementation of the BCCT method according to the principles, "TK ABA 2 emphasizes the child towards what he likes so that the process of receiving learning becomes easier. The teacher must know the child has an interest in a particular area so that it will be easier to direct it. With the implementation of the teacher center

model it will also be facilitated in terms of lesson plans, because the focus is on learning in their centers and students rotating from one center to another.” This is almost the same with BCCT application in Yuningsih, Rifai, and Kisworo’s (2018) study “... starting from the arrangement of the playing environment, welcoming children, the opening playing, transitioning, playing at the center, eating lunch together, and closing activities.”

As one of the methods, there are some challenges or obstacles in implementing the BCCT in TK ABA 2. The teacher (T3) is preparation center said that, “There are children who like one activity so it is difficult to move to another center. This is where the teacher’s task is to motivate children to want to move to another center.” Nature center teacher (T4) mentioned that, “There are also children who find it difficult to stop doing activities at the center so the teacher must also persuade students to stop. For example: in nature centers, there are activities to play soap balloons. Children really like these activities and it’s hard to stop. The teacher must explain / remind the child about the rules of playing at the center. The fun of playing at the center, children often forget the rules of the game.” That’s why it’s very important for the steps must be followed to avoid those kind of problems (Hamzah, 2016).

At the arts center, the teacher (T6) said that, “Some of the children are afraid of getting dirty, for example related to glue / paint. The teacher must be able to ensure that the dirty can be cleaned. Children don’t need to be afraid. There are also children whose fine-motoric skills have not been trained such as holding scissors. Teachers must patiently teach and supervise children so as not to get hurt.”

Among those obstacles, the teachers also gave some suggestions for the solution, such as:

- “The center is held to see the children’s interest in which direction.” (T1)
- “Teachers must be prepared to be creative to prepare for activities.” (T2)
- “For teachers who do not yet have an PAUD S1 education qualification, they must be willing to attend the training of center method.” (T3)
- “Every year you have to buy toys because as a medium used in the center method, toys that are used can be damaged and not suitable for use.” (T4)
- “Parents play a role in supporting the center’s methods such as giving confidence to children to be independent. Because there are just parents who are afraid of the independence of

their children, afraid of the children why so that it can hinder the child’s independence.” (T5)

- “Parents can donate toys to schools so they can be used in the central sector.” (T6)

The teachers thought that bachelor of early childhood is a good foundation to be able to handle all the problems that occur in implementing the BCCT model, because the teacher can be creative to solve any problems especially in lack of toys in each center. Furthermore, the involvement of parents has critical point so the results of the BCCT can be positive in term of maintaining the positive values at home and also supporting with funding (Magta & Handayani, 2019). The most important thing is that the BCCT method can understand the interest of each children as their positive potential and prepare them for the next education stage.

Based on the results of interviews conducted with ABA 2 Kindergarten teachers, it is known several things that teachers must do as the solution to implement the center method, namely: teachers direct the focus of children to be willing to follow every center, motivating children to dare to carry out activities relating to the center, and disciplining children against the rules in the center’s implementation activities. Therefore, teachers must have knowledge and understanding of the implementation of the center method.

CONCLUSION

The BCCT method basically is used to know the positive interest and potentials of the children for the preparation for the next stage of education. There are several obstacles to implement BCCT method mostly related to the students’ readiness and also the facilities needed to support BCCT such as toys, rooms, etc. The solution of the BCCT implementation is based on the creativity of the teachers. That’s why bachelor of early childhood education or at least special training to implement BCCT method is the main based to make sure the success of this method. Furthermore, the involving of stake holders such as the school foundation, the principles, the teachers and the parents are very important to make sure the success of implementing the BCCT method. The next study may be focused in the effect of BCCT method in the next level of education.

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