

# IMPLEMENTATION OF BEYOND CENTER CIRCLE TIME (BCCT) APPROACH IN EARLY CHILDHOOD LEARNING DURING THE PANDEMIC

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## Abstract

The Beyond Center Circle Time (BCCT) is one of the educational approaches in Early Childhood Education. This research study comes from the importance of education in children from an early age. The development of the child's personality at the golden age, which currently implements the Beyond Center Circle Time (BCCT) approach, must be carried out in the Covid-19 pandemic atmosphere. The purpose of this research is to find out the main problem of how to implement or implement the Beyond Center Circle Time (BCCT) approach during the Covid-19 Pandemic at the Junior class of Early Childhood Centre SKB Ungaran. The results showed that in its implementation, (1) Implementing the Beyond Center Circle Time (BCCT) approach was only partially carried out, such as the opening activity, by praying. Core activities were only doing core tasks. The closing activities are done by praying together with the teacher and parents. (2) The implementation of the Beyond Center Circle Time (BCCT) Approach during the Covid-19 Pandemic at the Junior class of Early Childhood Centre SKB Ungaran face various obstacles due to its online implementation and under the supervision of parents/guardians of students. (3) the Junior class of Early Childhood Centre in overcoming obstacles is to do a home visit even though the government does not recommend it. The implementation BCCT approach during the Covid-19 Pandemic at the Junior class of Early Childhood Centre SKB Ungaran does not fully implement. Because it was held online, and then the supervision of parents/guardians of students, learning was complicated, so the study has many limitations such as core assignments and prayer after studying. There are many obstacles that educators and parents/guardians complied, so to overcome it from the Junior class of Early Childhood Centre taking steps to home visits even though the government does not recommend it.

## Keywords:

*Early Childhood Education, Beyond Center Circle Time (BCCT) Approach*

## 1. Introduction

### a) Background

The Beyond Center Circle Time (BCCT) is one of the educational approaches in Early Childhood Education. This research study is motivated by the importance of education in children from an early age (Slamet, 2012). The development of the child's personality at the golden age, which currently implements the Beyond Center Circle Time (BCCT) approach, must be carried out in the Covid-19 pandemic atmosphere. The purpose of this research is to find out the main problem of how to implement or implement the Beyond Center Circle Time (BCCT) approach during the Covid-19 Pandemic at the Junior class of Early Childhood Centre SKB Ungaran.

The results showed that in its implementation, (1) Implementing the Beyond Center Circle Time (BCCT) approach was only partially carried out, such as the opening activity, by praying. Core activities were only doing core tasks. The closing activities are done by praying together with the teacher and parents. (2) The implementation of the Beyond Center Circle Time (BCCT) Approach during the Covid-19 Pandemic at the Junior class of Early Childhood Centre SKB Ungaran face various obstacles due to its online implementation and under the supervision of parents/guardians of students. (3) Junior class of Early Childhood Centre in overcoming obstacles is to do a home visit even though the government does not recommend it.

The implementation BCCT approach during the Covid-19 Pandemic at the Junior class of Early Childhood Centre SKB Ungaran does not fully implement. Because it was held online, and then the supervision of parents/guardians of students, learning was complicated, so the study has many limitations such as core assignments and prayer after studying. There are many obstacles that educators and parents/guardians complied, so to overcome it from the Junior class of Early Childhood Centre taking steps to home visits even though the government does not recommend it.

Identification of the Problems 1) How is the implementation of learning with the Beyond Center Circle Time (BCCT) approach during the Covid-19 Pandemic Period at the Junior class of Early Childhood Centre in SKB Ungaran Semarang Regency? 2) What are the obstacles in implementing the Beyond Center Circle Time (BCCT) approach during the Covid-19 Pandemic at the Junior class of Early Childhood Centre in SKB Ungaran Semarang Regency? 3) What is the solution to overcoming obstacles in implementing the Beyond Center Circle Time (BCCT) approach during the Covid-19 Pandemic Period at the Junior class of Early Childhood Centre in SKB Ungaran Semarang Regency?

## 2. Findings

### a) Implementation of the Beyond Center Circle Time (BCCT) Approach at the Junior class of Early Childhood Centre in SKB Ungaran

Implementing the Beyond Center Circle Time (BCCT) Approach during the Covid-19 pandemic at the Junior class of Early Childhood Centre SKB Ungaran was not fully implemented. It is because of the preparation of apprenticeship and training carried out with health protocols. Apprenticeship activity is an activity of learning through direct practice (learning by doing) to obtain more understanding related to the previously studied theory. According to Wardani (2013), apprenticeship is a transformation process where apprentices acquire knowledge and skills to involve themselves directly in the learning process while working and learning while producing with instructions from apprentices in specific jobs so that someone can be independent.

Before the pandemic, the Junior class of Early Childhood Centre SKB Ungaran carried out apprenticeships for educators before they started teaching. This activity provides a basic skill, experience, also expertise in class mastery and students. In apprenticeship, educators can adapt an activity or use the Educational Tools to teach and learn.

Apart from apprenticeship activities, at the Junior class of Early Childhood Centre SKB Ungaran also regularly participates in training activities for educators. Training is an activity carried out quickly by prioritizing practice rather than theory aimed at developing individual abilities for something useful to help individuals in an organization be more effective in carrying out their duties. Following the opinion of Yanama et al. (2015), which states that training is a series of activities as it involves the learning process where this process aims to develop knowledge, skills in disseminating information and updating behavior, and helping individuals or groups in an organization to be more effective and influential.

Educators of Early Childhood Centre SKB Ungaran participate in routine training activities organized by National Early Childhood Education Development Centre (PPAUDNI) or others. This training will help educators to gain insight into teaching and learning methods, such as what researchers got from interviews with educators and administrators of Early Childhood Centre SKB Ungaran. During a pandemic, training activities are carried out online.

The implementation of the BCCT approach during the pandemic was not fully implemented and was simplified so that parents/guardians had no difficulty in accompanying their children to learn. An example is the simplification of learning media in educational game instruments. Educational game instruments are used for early childhood playing, which can increase early childhood abilities according to the development process. This instrument serves to stimulate children in the process of cognitive, affective, and psychomotor development. The developmental process focuses on motoric skills, speech, and social independence skills.

PAUD Junior SKB Ungaran carries out lesson plans by making Learning Plan Program (RPP) and Daily Learning Plan Program (RPPH). After that, create lesson schedules and sent them through WhatsApp app messages to the parents. This lesson schedule contains learning activities that must be carried out when studying online at home. Activities that should be carried out systematically but during a pandemic like this are only partially implemented. Through the results of interviews with the teachers, the implementation of learning was opened with a prayer before learning, giving assignments, then closed with a prayer after learning.

Prayers before and after learning must be done by parents/guardians of students and students. This is because children are accustomed to praying or remembering God before or after doing something. These activities are following behavioristic learning theory. According to Rifai and Anni (2016) behaviorist learning theory is the essential aspect of behaviorism. A person's internal abilities do not cause learning outcomes (behavior change) but because of the stimulus factor that produces a response. With the theory above, we can relate it to doing habituation activities (stimulus) like when children can learn about the importance of remembering God before every activity. Children can apply things (responses) learned without prompting before and after starting to learn. The child will automatically recite prayers.

The core activities that are carried out at home online are not far from playing activities. It is because playing activities in children are critical. After all, at the age of development, the child's world is still the world of play. Children will find it easier to understand or learn something through playing and fun activities. It can also optimize children's development, creativity, thinking power, or socialization with their peers.

Through observations and interviews conducted by researchers while studying online, children are given the task of rapping straws according to children's creativity, walking with a glass of water, playing football, and core tasks that require children to play freely with their families. The core activities are given by the needs of the child's developmental stage characteristics. According to Rahman (2009), early childhood development characteristics can be seen as follows: There is two motoric development of children, namely gross and fine motor skills, children begin to move, such as jumping, crawling, or doing daily activities. The activity of rapping on straws can develop children's fine motor skills, and playing ball activities that involve kicking and throwing a ball can develop gross motor skills in children. From the discussion here, the implementation of the Beyond Center Circle Time (BCCT) learning approach during the Covid-19 pandemic still pays attention to the needs of child development even though it is not fully implemented.

**b) The obstacles in implementing the Beyond Center Circle Time (BCCT) approach during the Covid-19 Pandemic at the Junior class of Early Childhood Centre in SKB Ungaran Semarang Regency.**

During this pandemic, the implementation of the Beyond Center Circle Time (BCCT) Learning Approach experienced several obstacles. Like the interview results with the teachers, that problem related to the child's incomplete assessment because the educator only saw through pictures or videos sent by the students' parents/guardians without knowing whether the children did the results or just acting. As well as educators feel that they are not optimal in observing students' learning process, the closeness of students and educators is not well established. The task was sent through the WhatsApp group, which was repeatedly sent to make the teacher confused.

Parents/guardians also experience various obstacles in implementing online Beyond Center Circle Time (BCCT). Through the researchers' interviews, some parents/guardians of students felt constraints, such as the parents/guardians of students feeling overwhelmed by the child's moody changes. It was difficult for the parents to teach them. In following opinion, they state that early childhood emotions are powerful. The emotions that often arise are anger, fear, jealousy, curiosity, jealousy, joy, sadness, and affection.

Some parents/guardians have to take turns sending their children's assignments where all the learning must be online, but they find it difficult because of their daily activities. Sometimes they do feeling confused and overwhelmed. Other students' parents/guardians felt that they were not optimal in teaching their children at home. They were afraid that their children could not understand what they were teaching. The Educational Game Instruments at home is not as complete as at the Junior class of Early Childhood Centre in SKB Ungaran. Children also do not know their friends and school environment.

**c) The solution to overcoming obstacles in implementing the Beyond Center Circle Time (BCCT) approach during the Covid-19 Pandemic**

In its implementation, the Beyond Center Circle Time (BCCT) approach, which should be implemented face-to-face in child-centered centers and accompanied by educators as stated in Al-Tabany (in Lessy, Sabi'ati 2018), argues that: "As a game based-learning model, BCCT has two main characteristics – activities and experiences – which facilitate a meaningful learning that helps develop children's critical thinking in dealing with social affairs such as cooperation, tolerance, communication, and assertiveness to different ideas."

Al-Tabany argued that BCCT has two main characteristics, such as activity and experience. It means that the Beyond Circle Center Time (BCCT) approach is centered on children's play activities, which in its implementation will provide children with much experience and utilize educational game Instruments. However, during the pandemic covid-19, It must be carried out online in each home with the student's parent/guardian's supervision. Educators and parents/guardians face various obstacles when implementing the online Beyond Center Circle Time (BCCT) approach.

In overcoming this problem, the Junior class of Early Childhood Centre in SKB Ungaran offers a solution by conducting home visits to students' homes with scheduling according to the teachers' class. Even though it is not allowed by the government, the Junior class of Early Childhood Centre in SKB Ungaran carries out these activities so that educators can review the extent to which children's learning progress is carried out in their respective homes.

### **3. Conclusion**

a. The implementation of the Beyond Center Circle Time (BCCT) learning approach during the Covid-19 pandemic, the BCCT approach was not carried out thoroughly, only a few activities, such as the opening activity, only reading prayers will learn, core activities by sending core assignments. Closing activities by reciting pray, and after studying under the supervision of parents/guardians of students in their respective homes. With modest educational game instruments, and assignment collection is only through pictures or videos sent via the WhatsApp chat group.

b. Obstacles in implementing learning the Beyond Center Circle Time (BCCT) approach are carried out online. Educators feel constrained when they will carry out assessments that are deemed less objective because educators do not know the development of children's abilities directly. When collecting assignments online, parents/guardians often send in repeatedly, making educators confused. The parents/guardians also find it difficult to face their children, who are difficult for parents to teach them and their moods change. Some parents/guardians also feel afraid if their children do not understand the teaching method.

c. The solution to overcoming obstacles in implementing learning the Beyond Center Circle Time (BCCT) approach is carried out online by doing home visits to students' homes scheduled according to their respective homeroom teachers even though the government does not recommend this activity.

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## Glosarium

Apprenticeship activity	: An activity of learning through direct practice (learning by doing) to obtain more understanding related to the previously studied theory.
Beyond Circle Center Time Approach	: The approach is set in children real-time center, namely a place or play zone that educates children.
Covid-19	: An illness caused by a virus that can spread from person to person. The virus that causes COVID-19 is a new coronavirus that has spread throughout the world.
Early childhood education	: The pre-primary education level, which is a coaching effort aimed at children from birth to the age of six. It is carried out through the provision of educational stimuli to assist physical and spiritual growth and development so that children can enter further education, which is carried out on the pathway formal, informal, and informal.
Educational Instruments	game : Games explicitly designed with educational purposes, or which have incidental or secondary educational value. All types of games may be used in an educational environment, however Educational games are games that are designed to help people learn about certain subjects, expand concepts, reinforce development, understand a historical event or culture, or assist them in learning a skill as they play.
Home Visit	: Activities so that educators can review the extent to which children's learning progress is carried out in their respective homes.
Independence	: Readiness and individual ability to stand on their own is characterized by taking the initiative.

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Junior class of Early Childhood Centre	: Non-formal educational institutions for early childhood, starting from 0-6 years old. In PAUD education institutions provide provisions for children to welcome the next education through educational-oriented play activities.
Learning	: Processes, methods, actions make a person or living being learn.
Non-formal education	: Education designed to teach citizens to learn to have the type of skills and / or knowledge and experience that is carried out outside the formal education (schooling).

### Author Biography



Dinda Shafira Rahma Yasmin is a student at Semarang State University majoring in Nonformal Education. Before studying at the Semarang State University, the author studied at SMK Negeri 8 Semarang majoring in Social Care. Since attending the State Vocational School of Semarang, the author is accustomed to doing social activities. The author has carried out apprenticeship activities at the Social Rehabilitation Center for the Blind Penganthi Temanggung. Moreover, the author has experience at the Pemasang Social Rehabilitation Center "Samekto Karti" as a volunteer who handles PGOT and Ex-Psychotics. After studying at SMK Negeri 8 Semarang, the writer continued his studies at Semarang State University to be precise in the Department of External Education, which added to the author's experience. The author has experience teaching at the Youth Children Center (YCC), a social training course. Free tutoring for underprivileged children. The author also has teaching experience at the Ungaran Learning Center (SKB) as a chase tutor for B and C equality program. In between the time the author also conducts learning assistance for children at home, such as tutoring.

### Author Biography



Dr. Mintarsih Arbarini, M.Pd., is a lecturer in the Nonformal Education Department, Faculty of Education, Universitas Negeri Semarang. The author graduated with a bachelor's degree at IKIP Semarang graduated in 1991, graduated from master's education at IKIP Malang in 1998, and graduated from doctoral programs at Sebelas Maret University in 2018. Besides teaching undergraduate program in nonformal education department, the author also teaches at the Postgraduate Program at Semarang State University. The main subjects are Non-formal Education Learning Design, Non-formal Education Learning Methods and Techniques, Adult Education, Educational Foundation, Philosophy of Science, and Educational Sciences.

As an academicians, her field of research and community service studies concentrates on various designs and learning models in adults and society, literacy, equality, and gender studies. The research work that has been produced includes: Aspirations and Actualization of Self-development in Working Women, Image of Career Women: Social Identity, Personal Self, and Development in the World of Work, Job Opportunities for Urban Poor Women in Home Industries, Job Options for Women Victims of Layoffs in Overcoming Crisis Family Economics, Implementation of the Package B Equality Education Program Character Education Program in the City of Semarang, Development of Participatory Thematic-based Functional Literacy Education Teaching Materials for Citizens Learning Independent Business Literacy at PKBM, Participatory Rural Appraisal-Based Multicultural Education Model for Rural Communities to Improve Independence, Model Entrepreneurship-Based Literacy in Increasing the Productive Economy of Traditional Fishermen's Wives, Designing a Multiliteracy Model for Women based on Conservation Values in Tourism Villages, and Designing Participatory Learning and Action on Multiliteracy for Economic Strengthening and Cultural Conservation of the Tourism Village.

Journal publications and international seminars that have been attended such as Implementation of Functional Literacy education by Participatory Learning as Effort of Lifelong Learning, Functional Literacy Education with Participatory Learning Model as an Effort to Develop Women Entrepreneurship in Rural Area, Participatory Learning Model on Adult Literacy Education of Rural Communities, Effect of Participatory Learning Model on Functional Literacy Education, Model of Multiliteracy Education Based on Participatory Rural Appraisal (PRA) for the Society to Increase Independence, Gender Equality and Women Participation in the Development of Tourism Village in the Era of Industrial Revolution 4.0, and Multiliteracy Learning Model for Women as an Effort to Promote Gender Equality. She has written and published many books such as Motivational

Participatory Learning: Rural Community Literacy, Village Building: Participatory Learning and Action in Multiliteracy.

The author also plays a role in educational activities in Central Java by being a speaker/presenter at national seminars and a speaker at workshops and regional juries. The author is also involved in preparing modules in primary and secondary education by compiling the chase module package A, package B, and package C at the directorate of primary and secondary education from 2011 to 2016. As a form of service at the Semarang State University, the author is currently given the task to become the Head of the Department of International Education, Faculty of Education, Universitas Negeri Semarang for the period 2019-2023.