



Management of the Beyond Center and Circle Time (BCCT) Learning Model in Increasing Quality of Early Childhood Education

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Abstract

High quality early childhood education seems to be very beneficial for children, it is very much needed and important to pay attention to. learning approaches in early childhood education, one of which is BCCT. This research is to obtain an overview, analyze and study the management of the use of the Beyond Center and Circle Time (BCCT) learning model in improving the quality of early childhood learning at RA Baiturrahman Tasikmalaya City and PAUD Terpadu Bunda Tami Tasikmalaya Regency, West Java Indonesia. This study uses a qualitative method. research results discuss planning, organizing, implementing, evaluating, discussing problems in using the Beyond Center and Circle Time (BCCT) learning approach and its solutions. This research is expected to provide implications for improving the quality of early childhood education.

Keywords

Management, Beyond Center and Circle Time, learning model, quality, early childhood education.

1. Introduction

Childhood is a time of learning, both individually and through social interactions [1]. In early childhood education their significance lies in the attention to the cultural nature of learning and development, the diverse social and cultural

contexts for learning and participation, the meaning of play, the cultural-historical significance of tools and materials, and children's agency and capabilities [2]. There is growing interest in addressing how adults work with young children can support shared decision-making processes in which children are actively engaged. Relatedly, there have been efforts to develop high-quality standards aiming to guide ECE professionals in improving participatory practices and ensuring meaningful participation for children [3]. The implementation of learning in early childhood education institutions still tends to be teacher oriented and monotonous, so that students get bored quickly or are not enthusiastic about participating in learning because the teacher is less creative in managing learning and creating an interesting, fun and contextual learning atmosphere. In addition, many learning activities only focus on cognitive development and do not touch on aspects of religious and moral values, gross and fine motor physics, social-emotional, art, and communication and language skills. In learning theory, there are many kinds of learning methods or strategies that can be used in learning in early childhood education institutions, but in fact many teachers still use the same methods or strategies every time they carry out learning activities. Many research results show that if the teacher uses learning methods or strategies that are not varied and collaborative in learning, the motivation and learning outcomes of students will decrease, because students will feel bored with the same pattern of strategies and are always used by the teacher. To develop active learning, appropriate learning models and methods are needed. Because Different settings will give rise to different impact patterns [4]. One learning model that is capable of presenting active learning is the Beyond Center Circle Time (BCCT). the BCCT learning model or known as the Sentra model that describes the history, shortcomings and advantages, main characteristics, principles, and objectives of this BCCT / Sentra model [5]. BCCT is also often known as a circle center, because in it there are various interconnected or circular centers [6].

The Beyond Center and Circle Time Learning Model (BCCT) was first developed by an early childhood education expert from the United States, Dr. Pamela Phelps, and Dr. Carol Hunt in 2006 [7]. They created the BCCT learning model as an alternative to conventional learning methods that are more teacher and curriculum centered, with the aim of paying more attention to children's needs and development holistically. BCCT integrates several learning approaches that have been proven effective, including project-based learning approaches, integrated learning, and learning through play approaches. In this model the child is given the freedom to choose the game to be played [8]. BCCT promotes active, creative and interactive learning, with a focus on developing children's social, emotional, physical and cognitive skills. The BCCT method develops from the Montessori, High Scope and Region Emilio methods. The purpose of community service activities is to create teachers who can apply BCCT learning methods to students, assist teachers in the delivery of learning materials that are appropriate to the child's development, help children in the reception and absorption of learning materials, create a pleasant

atmosphere in the learning process for both partners [9].

The BCCT learning model was then introduced in Indonesia by Mrs. Wismiarti Tamim in 2011 through a book entitled "Beyond Circle and Center Time: Holistic Learning in Kindergarten". This book explains in detail the basic concepts and principles of BCCT, and provides practical examples of how this learning model can be implemented in kindergarten. This book also discusses the adjustment of the BCCT model to the characteristics and needs of Indonesian children. BCCT incorporates a child-centered learning approach. Children become the center of attention in learning activities, and experience-based approaches. Children learn through direct experience and exploration. BCCT involves four important components namely: 1) Center Time: Time spent for children playing and exploring in different learning centers, such as art centers, math centers, and science centers. These centers are designed so that children can learn through play and explore concepts in science, mathematics, art and language. 2) Circle Time: Time for children to gather in a circle to participate in group activities, such as singing, reading books, and discussing certain topics. During circle time, the teacher provides opportunities for children to talk and share their experiences. 3) Small Group Time: Time for children to learn in small groups, where they can collaborate and learn from each other. During small group time, children are given assignments or projects that incorporate concepts from science, math, art, and language. 4) Planning Time: The time spent by the teacher to plan appropriate learning activities for children. The teacher observes the progress of the children and adapts the lesson plan to suit the individual needs of the child. 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 [10]. So that beyond center and circle time interpreted as a center approach and learning circle center where teachers are required to bring the real world into the classroom and encourage students to make a connection through the knowledge they have and apply it to the daily lives of students [11]. Applying BCCT to improve children's multiple intelligences, a planned, structured and systematic management is needed. Through planning the learning design, implementing learning, and evaluating systemic learning, the multiple intelligences of children can be developed properly [12]. By BCCT learning methods, learning activities are more fun, children are more creative and play according to their interests, and children tend to want to try every variety of play facilitated by the teacher. Children are seen to be more independent because they do their own activities and children prefer to play in the center, so that children can develop their creativity [13].

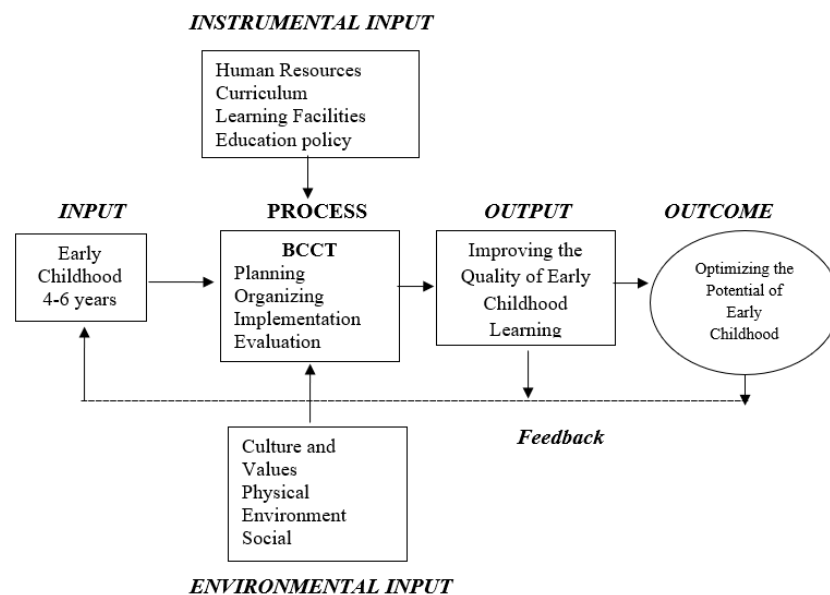
There are various studies that are relevant to the BCCT study including: using the BCCT method places great emphasis on teacher readiness in preparing the teaching process carefully [9]. The development of a strategic management model includes alignment of formulation with implementation. Issues that develop must be

immediately addressed with strategic steps. For this reason, organizers are increasing monitoring in each development sector in carrying out coaching at schools [14]. The Beyond Center and Circle learning method time has a good aspect in children's motor development. In learning the Beyond Center and Circle Time (BCCT) method, children are able to do what other people do [15]. By using BCCT learning model, character education can be properly instilled in early childhood [16]. Research about BCCT learning based al-quran, Character education includes the command to thank God for all His gifts, to do good to both parents, not to behave arrogantly and to always speak softly. Educational values of Q.S Lukman verses 12-19 are all integrated into Beyond Center And Circle Time (BCCT) learning models [17].

While research on quality care has been growing since the 1980's, work studies in education are a more recent interest, particularly those relating to ECEC educators. It is likely that work factors intermesh with the quality of care in ECEC and undoubtedly understanding this work is critical to the sustainability and expansion of high quality ECEC. This creates a strong rationale for review of ECEC work studies [18]. This research was conducted to obtain an overview, analyze and examine the management of the use of the Beyond Center and Circle Time (BCCT) learning model in improving the quality of early childhood learning at RA Baiturrahman Tasikmalaya City and Bunda Tami Integrated PAUD Tasikmalaya Regency. The findings of this study will be of interest to policy makers, early childhood service providers, and PAUD educators, including the quality of learning services, especially in terms of the importance of paying attention to the use of learning approaches for early childhood in improving the quality of early childhood education.

2. Method

This study uses a qualitative method. The case study method was chosen as the method in this study because the problems studied occurred in certain places and



situations. The use of the case study model in this study was based on the consideration that the research was conducted in early childhood education institutions that had implemented the Beyond Center and Circle Time (BCCT) learning model. The case study method focuses more on a case, while the case referred to in this study is to provide an overview of the management of the Beyond Center and Circle Time (BCCT) learning model in improving the quality of early childhood learning at RA Baiturrahman Tasikmalaya City and the Bunda Tami Integrated PAUD. Tasikmalaya. Data collection methods used include; interviews, observations, document analysis, and field notes were used to gain an in-depth understanding of the cases studied.

Figure 1. Research Framework

3. Results and Discussion

3.1. Research Findings

Based on research findings from data obtained in the field and discussion, it can be concluded that the Beyond Center and Circle Time (BCCT) learning model in improving the quality of early childhood learning at RA Baiturrahman Tasikmalaya City and the Bunda Tami Integrated PAUD Tasikmalaya Regency is carried out by implementing the functions management functions ranging from planning, organizing, implementation, and evaluation. The planning stage starts with the preparation of the school's vision and mission. The relationship between the school's vision and mission and learning objectives is very close because learning objectives must be aligned with the school's vision and mission. The next stage is compiling the KTSP documents including PROSEM, RPPM, and RPPH. The preparation of the document is carried out at the beginning of the year meeting which involves all stakeholders. All learning programs that have been prepared are then mapped to the main tasks and functions of the teacher, the division of tasks for group teachers and center teachers is then socialized to parents in the Student Parent Education Program (PPOTS) event. The implementation of the learning model is carried out with several steps; first, the footing for the playing environment, second, the footing before playing, third, the footing when/is playing, fourth, the footing after playing. Several evaluation techniques are used in BCCT learning, including; assessment of works, anecdotal notes, and rating scales. The evaluation results obtained are used as material for improvement in an effort to improve the quality of learning. There are several problems encountered in implementing the BCCT learning model related to the capacity of teachers, students, infrastructure, and financing. Solutions to the problems encountered are sought to overcome them by carrying out effective advocacy and communication with related parties, such as foundations, parents of students, and the community, so that they can support and participate in overcoming the problems at hand.

3.1.1 Planning the Beyond Center and Circle Time (BCCT) Learning

Model in Improving the Quality of Early Childhood Education

Planning for the Beyond Center and Circle Time (BCCT) learning model is carried out in several steps and stages, starting from the preparation of the school's vision and mission. The vision and mission set become the basis for making decisions and directing learning objectives. Then determine the learning objectives of BCCT which in essence is to provide opportunities for students to be active in thinking processes and learning activities. The principles of BCCT learning include orientation to children's needs, learning through play, stimulating creativity and innovation, providing an environment that supports the learning process, developing life skills, using learning resources around the environment, following the principles of child development, and covering all aspects of child development. . The BCCT learning stages are carried out by compiling curriculum documents. The preparation of the document is carried out at the beginning of the year meeting which involves all stakeholders.

At the beginning of the year meeting various important learning plan documents were prepared, namely by making a Semester Program (PROMES), Weekly Learning Implementation Plan (RPPM), and Daily Learning Implementation Plan (RPPH). All planning is written and documented in the Education Unit Level Curriculum document (KTSP). The preparation of an education and learning program plan involves the Principal, Teachers and Parents along with the School Committee.

To compile and develop the Education Unit Curriculum (KTSP) RA Baiturrahman refers to government regulations, namely Minister of Education and Culture Regulation Number 137 of 2014 concerning PAUD Standards, Minister of Education and Culture Regulation Number 146 of 2014 concerning PAUD Curriculum and Decree of the Minister of Religion (KMA) Number 792 of 2018 concerning Guidelines for Implementing the Raudhatul Athfal Curriculum. These three regulations can be used as a reference for the development of KTSP RA. Also referring to the Decree of the Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia No. 2761 of 2019 concerning Technical Instructions for Developing the Raudhatul Athfal Education Unit Level Curriculum.

In compiling the curriculum, RA Baiturrahman adheres to the following principles: Forming Spiritual and Social Attitudes of Children; Considering the Fitrah, Growth and Development of Potential Children, Talents, Interests and Characteristics of Children; Holistic-Integrative; The Learning Process Is Implemented Through play; Considering the rights of children with special needs; Continuous or continuous development of children from birth to 6 years old; Paying attention to the development of science and technology; and paying attention to social culture.

As for the planning of the Beyond Center and Circle Time Learning Model (BCCT) in Improving the Quality of Early Childhood Learning in the Bunda Tami Integrated PAUD, it also begins with the preparation of the vision and mission of the institution which is then compiled a learning curriculum.

The learning principles of the BCCT learning model in the Bunda Tami Integrated PAUD include: The entire learning process is based on theory and empirical experience; Every learning process is mandatory so that it stimulates all aspects of children's intelligence through directed games and educator support on 4 types of footholds; Placing the arrangement of the playing environment as a starting point that stimulates children to be active, creative and continue to think using past experiences; Using operational standards in the learning process book; Requires educators and managers to attend coaching or training before implementing this method; Involving parents or surrogate parents into a unified learning process to support activities carried out by children when at home.

The BCCT learning planning stages at the Bunda Tami Integrated PAUD begin with the preparation of the KTSP curriculum document which is carried out before entering the new school year. Mother Tami as the Principal is a practitioner of early childhood education. In 2007 Mother Tami took part in an internship at Al-Falah School, East Jakarta, led by Mrs. Wismiarti. The presence of BCCT in Indonesia is inseparable from the role of Mrs. Wismiarti, because she is very concerned about developing this learning method which is then called the center method. The center method was learned from Pamela Phelps and Laura Stannard, two education experts from Florida, United States.

3.1.2 Organizing the Beyond Center and Circle Time (BCCT) Learning Model in Improving the Quality of Early Childhood Education

The purpose of organizing the BCCT learning model is to facilitate the implementation of tasks and ensure that all teachers understand their respective main tasks and functions. This learning model involves two tasks for the teacher, namely as a class teacher and center teacher. The class teacher is responsible for accompanying students according to the level or age criteria. The center teacher is in charge of accompanying students and facilitating students while playing in the center class. Teachers are given directions to properly present the BCCT learning model to improve the quality of learning. Directions are given when carrying out teaching evaluations, namely after supervision is held. In the BCCT learning model, parents are involved through the Student Parent Education Program (PPOTS) to provide information to parents about the learning programs that will be implemented. Evaluations are carried out periodically to assist in identifying the successes and challenges faced, so that necessary improvements and improvements can be made to achieve the learning objectives that have been set. While the Center Teacher is in charge of accompanying students in the center class. The center teacher is responsible for facilitating students while playing in the center class. As for the centers at RA Baiturrahman there are preparation centers, sports centers, beam centers, imtaq centers, creativity centers, music centers, role playing centers. At the organizing stage the principal does not forget to give directions so that all teachers carry out their duties properly. In addition to the directions given by the Principal, it opens opportunities for teachers to ask

questions about things they don't understand in carrying out their duties and responsibilities. In the final stage of organizing, an evaluation of the results of the organizing strategy is carried out. Evaluation is carried out to ascertain whether all teachers have understood their main duties and functions in carrying out their duties or not.



Figure 2. BCCT at RA Baiturrahman Tasikmalaya

Meanwhile, the organization of the learning center model at the Bunda Tami Integrated PAUD includes In House Training (IHT), mapping of the main tasks and functions of the teacher, division of tasks for group teachers and center teachers, distribution of teaching tasks, division of student groups, determination of child center schedules. In addition, the Student Parent Education Program (PPOTS) was also implemented. This activity is carried out to provide information and understanding to parents about learning programs that will be implemented in schools. With the hope that parents support in the implementation of all programs that have been planned. From the findings above, it can be concluded that the organizing of the center learning model at the Bunda Tami Integrated PAUD was carried out through several steps, including In House Training (IHT), mapping of the main tasks and functions of the teacher, division of tasks for group teachers and center teachers, division of teaching tasks, division of groups students, and determining the child center schedule. In addition, a Student Parent Education Program (PPOTS) was implemented as an effort to inform and provide understanding to parents about the learning programs that will be implemented in schools.

3.1.3 Implementation of the Beyond Center and Circle Time (BCCT) Learning Model in Improving the Quality of Early Childhood Education

The implementation of the learning model is carried out with four steps; first, the footing for the playing environment, second, the footing before playing, third, the footing when/is playing, fourth, the footing after playing. The results found in the field at RA Baiturrahman and at Bunda Tami Integrated PAUD there were differences in the implementation of the learning model both in the preliminary activities, core activities, and closing activities. But in general all learning activities in both schools follow the principles of BCCT learning, namely creating a learning environment that

supports early childhood development

The implementation of the BCCT learning model at PAUD Terpadu Bunda Tami begins with preliminary activities with morning journal activities. The morning journal is an activity for children to express their thoughts and feelings in the form of scribbles or pictures when they arrive at school. This activity is intended so that the teacher knows the mood of the child's thoughts and feelings. What the child thinks and feels directly will be seen from the expressions of the scribbles or pictures they make, thus the teacher will treat the child according to the mood of his thoughts and feelings. In addition to the morning journal activity, there is also a kindness habituation activity. Like praying before studying, memorizing short letters, memorizing daily prayers. There are several core activities in BCCT learning; first, the footing for the playing environment, second, the footing before playing, third, the footing when/is playing, fourth, the footing after playing.



Figure 3. The block center area at PAUD Terpadu Bunda Tami

3.1.4 Evaluation of the Beyond Center and Circle Time (BCCT) Learning Model in Improving the Quality of Early Childhood Education

The main purpose of evaluating BCCT learning is for learning to be better and in accordance with the goals to be achieved. Evaluation is carried out by holding recalls, asking children's feelings, and using assessment techniques such as achievement scales, anecdotal notes, and assessment of work results. Data collected through various methods of gathering information are used to analyze the extent to which children achieve learning objectives and identify strengths and weaknesses that need to be improved. Feedback is given to children and parents with the aim of providing information about the child's development as well as directions for further development.

Evaluation involves holistic observation and provides space for the uniqueness of each child. In addition, evaluation is also carried out continuously and periodically to monitor children's development and ensure that the BCCT learning model is effective in improving the quality of early childhood learning. In the evaluation of BCCT learning at RA Baiturrahman, evaluation steps which include conducting recalling, asking children's feelings, and using assessment techniques such as achievement scales, anecdotes, and assessment of work results have been carried out. This evaluation aims to measure the achievement of predetermined learning

objectives, with indicators of success covering aspects of cognitive, social, emotional, motor, language, and artistic development in early childhood. Evaluation of BCCT learning in early childhood is carried out holistically, not only focusing on academic aspects, but also other developmental aspects. Continuous and periodic evaluation is needed to monitor children's development and ensure that the BCCT learning model is able to improve the quality of early childhood learning effectively.

3.1.5 Problems Faced in the Application of the Beyond Center and Circle Time (BCCT) Learning Model in Improving the Quality of Early Childhood Education

The problems encountered in using the BCCT learning model are related to the capacity of teachers, students, infrastructure, and financing. The problems encountered include teachers' lack of understanding and knowledge about BCCT, limited teacher skills in managing time and resources, students' difficulties in adapting, lack of students' ability to communicate and collaborate, challenges in maintaining student focus, limited space and adequate facilities, as well as the limited budget for the development and implementation of BCCT. Some of the problems faced by students include students' difficulties in adapting to learning models that involve activities outside the classroom; Lack of students' ability to communicate and collaborate well in the BCCT environment; Challenges in maintaining student focus and concentration in participating in BCCT activities that involve moving activities. As for infrastructure problems, including limited space and adequate facilities to carry out BCCT activities, such as a lack of open space, sports facilities, or sufficient play areas. then funding problems include the limited budget allocated to develop and run the BCCT learning model, thus hindering the procurement of resources and training for teachers.

3.1.6 Solutions to Problems Faced in the Application of the Beyond Center and Circle Time (BCCT) Learning Model in Improving the Quality of Early Childhood Education

The problems encountered are looking for solutions to overcome them, namely with several efforts including; carry out effective advocacy and communication with related parties, such as foundations, parents, and the community, so that they can support and participate in overcoming the problems faced. Collaboration and joint efforts are expected to overcome the problems encountered in implementing the BCCT learning model, both at RA Baiturrahman and at the Bunda Tami Integrated PAUD. Thus, it is hoped that the quality of learning in the two institutions will increase, provide a better learning experience for students, and support the optimal development of children's potential.

4. Discussion

Based on the research findings and conclusions discussed, this research is expected to have implications for improving the quality of early childhood learning. Following are some of the implications of this research:

3.2.1 Planning

Planning for the Beyond Center and Circle Time (BCCT) learning model should be done by following clear steps and stages. Starting from preparing the school's vision and mission, setting BCCT learning objectives, BCCT learning principles, and following the stages in BCCT learning planning. The vision and mission of the school is a reference in setting learning goals. Each school has different advantages. This can be illustrated from the contents of the school's vision and mission. The purpose of implementing BCCT learning is to provide opportunities for all children to be actively involved in thinking processes and learning activities. Learning activities follow the principles of child development, and cover all aspects of child development namely (1) Religious and Moral Values, (2) Physical-Motoric, (3) Cognitive, (4) Language, (5) Social-Emotional, and (6) Art. The BCCT planning stages are carried out by compiling KTSP documents including PROSEM, RPPM, and RPPH. The preparation of the document is carried out at the beginning of the year meeting which involves all stakeholders.

3.2.2. Organizing

Organizing the Beyond Center and Circle Time (BCCT) learning model is carried out by; a) Setting goals for organizing the BCCT learning model. The purpose of organizing the BCCT learning model is to facilitate the implementation of tasks and ensure that all teachers understand their respective main tasks and functions., b) Determining the main tasks of members of the BCCT learning model organization. This learning involves two tasks for the teacher, namely as a class teacher and center teacher. c) The division of main tasks into more detailed tasks. d) Allocation of available resources. The class teacher is responsible for accompanying students according to the level or age criteria. The center teacher is in charge of accompanying students and facilitating students while playing in the center class. e) Providing directions for tasks in the BCCT learning model. The school principal is responsible for planning the curriculum according to national education policies and the needs of students. In addition, the principal is also involved in organizing the learning process, including the distribution of tasks to teachers, scheduling activities, and ensuring the availability of adequate facilities and infrastructure. f) Evaluating the results of the strategy for organizing the BCCT learning model. Evaluations are carried out periodically to assist in identifying the successes and challenges faced, so that necessary improvements and improvements can be made to achieve the learning objectives that have been set.

3.2.3. Implementation

The implementation of the learning model is carried out with four steps; first, the footing for the playing environment, second, the footing before playing, third, the footing when/is playing, fourth, the footing after playing. There may be differences in the implementation of learning models both in preliminary activities, core activities, and closing activities. But in general all learning activities must follow the principles of BCCT learning, namely creating a learning environment that supports early childhood development.

BCCT is designed to encourage children's cognitive development through fun and meaningful learning experiences. This model provides opportunities for children to develop critical thinking skills, problem solving, observation, and conceptual understanding. By encouraging deep thought and reflection, BCCT can improve children's overall cognitive abilities. BCCT provides space for children to be creative, explore, and experiment with learning ideas and materials. Through art activities, role play, and environmental exploration, children can develop their imagination and creativity. This model also encourages divergent thinking and alternative solutions, which helps improve children's creative skills.

BCCT encourages social interaction between children in small groups. Through group activities, children can learn to work together, share ideas, communicate, and build positive social relationships. This helps them develop social skills that are important for everyday life and for the future. BCCT emphasizes experiential learning where children can learn through direct experience with the environment and learning materials. This helps increase children's understanding of abstract concepts and allows them to relate learning to real experiences. Thus, children can build a deeper and more relevant understanding of learning material. BCCT does not only focus on academic aspects, but also on the holistic development of children, including physical, emotional and social development. By providing a well-rounded learning experience, BCCT helps children develop skills, confidence and better self-understanding.

3.2.4 Evaluating

Evaluation of BCCT learning should be done by holding recalls, asking children's feelings, and using assessment techniques such as achievement scales, anecdotal notes, and assessment of work. Data collected through various methods of gathering information are used to analyze the extent to which children achieve learning objectives and identify strengths and weaknesses that need to be improved. Feedback is given to children and parents with the aim of providing information about the child's development and directions for further development.

3.2.5 Problems

The learning problems of the BCCT model based on the findings in this study are related to the capacity of teachers, students, infrastructure, and financing issues. To overcome these problems, the school needs to find solutions collaboratively by

involving related parties.

3.2.6 Solutions

The problems encountered are looking for solutions to overcome them with several efforts including; carry out effective advocacy and communication with related parties, such as foundations, parents, and the community, so that they can support and participate in overcoming the problems faced. Collaboration and joint efforts are expected to overcome the problems encountered in implementing the BCCT learning model.

5. Conclusion

BCCT is an interactive learning approach and involves children actively in the learning process. By utilizing this model, children will be directly involved in learning activities, such as group discussions, exploration and role playing. This can increase children's interest and motivation in learning, so that they are more involved and active in learning activities. Research on the management of the use of the Beyond Center and Circle Time Learning Model (BCCT) can help improve the quality of early childhood learning. With an interactive, fun and experience-based approach, BCCT provides a strong foundation for optimal development and learning in young children. The renewal of the management of the BCCT learning model in the context of management functions, such as planning, organizing, implementing, and evaluating, contributes to improving the quality of early childhood learning with a more contextual, collaborative, interactive, and formative approach. The BCCT model enriches children's learning experience by taking into account their individual needs, involving active participation, and providing meaningful feedback.

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