



# Application of the Beyond Center and Circle Time (BCCT) Model in Early Childhood in the Limited Learning in the School (PTMT)

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**Abstract.** The world has been facing a covid pandemic since the end of 2019, and Indonesia is no exception. The number of cases of Covid 19 in Indonesia is currently relatively low. The Covid case which can be controlled, especially in the last 3 months, provides good news for the people of Indonesia. In the world of education, this increasingly good condition also provides good news. Schools in Indonesia have been able to conduct limited face-to-face learning, not least for early childhood. The children feel happy because they have started learning at school and can meet their friends. The application of learning for children during PTMT (Limited Face-to-face Learning) is carried out with various models, one of the models applied is the central learning model. The central learning model is a learning approach in which the learning process is carried out in a circular manner. Circle is when the teacher and students sit in a circle. In limited PTMT, the schedule of admission between teachers and students is limited in terms of intensity or number. The application of PTMT with the centra method is expected to be able to start the six aspects of development well.

**Keywords:** BCCT · PTMT · Early Childhood

## 1 Early Childhood Learning Concept

Early childhood can be interpreted as children who come from 0-6 years or 0-8 years, so early childhood learning is a learning process aimed at children aged 0-6 or 0-8 years [1]. Moral degradation that occurs in school-age children requires educators to introduce and make habits in educating character from an early age. Therefore, early childhood also has a big role in shaping the character of a pious personality [2]. The learning carried out is learning while playing, children who play are children who learn as well as children who learn is to play [3]. Early Childhood Education is education organized to develop skills which are basic education and develop themselves as a whole in accordance with the principles of education as early as possible and throughout life. Aspects developed in early childhood education are aspects of habituation development including social, emotional, independence, moral, and religious values, as well as the development of basic abilities which include language, cognitive, and physical motor development [4]. Early childhood education according to Suyadi & Dahlia (2014) namely

education organized with the aim of facilitating the growth and development of children as a whole or emphasizing on the development of all aspects of the child's personality [5]. The provision of services to children is expected to optimize child development. One of the models applied in Indonesia is the central learning model. Aziz (2017) explained that the central learning model is based on the assumption that children learn through playing with objects and people around them (the environment) [6].

## 2 Beyond Centre and Circle Time (BBCT) Concept Learning

BCCT or *Beyond Centre and Circle Time* is a learning approach through the center and the environment. This BCCT is expected to improve the practice of implementing Early Childhood Education as well as the functions and duties of teachers in the implementation of learning activities [7]. BCCT is a child-focused learning, where the learning process is centered in the play center and children in a circle use 4 steps to support children's development, namely the footing of the playing environment, the footing before playing, the footing when playing and the footing during play [2].

Learning with a central and environmental approach was officially adopted in Indonesia in 2004. BCCT learning was discovered by Dr. Pamela Phelps. Now, Sentra learning has been implemented in many countries, one of which is Indonesia [8].

The basis for consideration of the implementation of BCCT learning by the Directorate of PAUD, Directorate General of PNFI, Ministry of National Education in Non-formal PAUD learning is:

- a. This method has been developed by Creative For Childhood Research and Training (CCRT) based in Florida USA, and has gone through an in-depth research process for many years and tested for reliability in many countries, and has been applied by Creative Pre Scholl Florida USA and et al.-Fallah School Jakarta in PAUD learning
- b. The curriculum used is in accordance with PAUD principles, namely (a) oriented to children's needs, (b) learning activities are carried out through play, (c) stimulating creativity and innovation, (d) providing an environment that supports the learning process, (e) develop children's life skills, (f) use various sources and learning media in the surrounding environment, (g) be carried out gradually and repeatedly with reference to the principles of child development, and (h) educational stimulation is comprehensive which includes aspects child development
- c. The whole learning process is based on theory and empirical experience.
- d. Each learning process is intended to stimulate all aspects of children's intelligence (plural intelligences/multiple intelligences) through planned and directed play and support from educators
- e. Placing the arrangement of the playing environment as a starting point that stimulates children to be active, creative, and continuously thinking by exploring their own experiences
- f. Using standard operational standards in the learning process
- g. Involving parents and families as an integral part of the learning process to support children's activities at home
- h. The application is easy and cheap but right, prioritizing quality and in accordance with the characteristics and wisdom of Indonesian culture.

The principles of constructivism are widely used in the application of the AUD Education curriculum, including:

- a. Knowledge is built by actively
- b. Emphasis on learning process
- c. The teacher is the facilitator
- d. Emphasis on learning through the process and not the product or end result [3]

Latif et al. (2013) explained that the teacher manages sufficient play materials and tools (three play areas for each child) fulfills three types of play (sensorimotor play, role play, and development play) plans the density and intensity of play and supports children's literacy experiences. There are at least 6 types of centers that are generally applied in PAUD, namely imtak centers, natural materials centers, arts and creativity centers, role playing centers, beam centers, and preparation centers [5]. From the above background and the diversity of centers in the BBCT model carried out at PTMT with all kinds of rules and limited institutional capabilities, can it stimulate aspects of child development properly?

### 3 Pandemic Covid 19

The COVID-19 pandemic is still a problem faced by world countries, even Indonesia. Indonesia has been facing a pandemic for almost 2 years since the first case was discovered in January 2020. The number of cases in Indonesia has also experienced fluctuating numbers. Covid cases in Indonesia have decreased after the third spike in July 2021, now on September 8 there are 5 red zones left in Indonesia. According to the data on the spread of Covid 19 as reported by covid19.go.id, currently there are 4,147,365 positive cases with the addition of daily cases of 6,731 cases and the number of people dying from Covid 19 of 137,782 with an additional daily number of 626 people who died from COVID-19.

The government is making various efforts and efforts to overcome and stem the spread of Covid 19, so that the impact felt by the community on Covid does not worsen, both in the economic sector and in the health sector. On July 3, 2021, the government issued a policy for the Implementation of Emergency Community Activity Restrictions (PPKM) in a number of places. This is done as an effort to suppress the spread of the corona virus which continues to spread. As part of efforts to accelerate the handling of the COVID-19 pandemic in Indonesia, at that time the daily number reached 54,000 cases, namely June 17, 2021. At that time many hospitals were full and even some hospitals refused to visit emergency room patients.

The decrease in Covid 19 cases, especially in Indonesia, on December 10, 2021, the number of daily cases increased by 190 cases, patients recovered by 247 and active cases decreased by 69 cases [9]. Therefore, the application of Limited Face-to-face Learning (PTMT) is still carried out in Indonesia, especially for Early Childhood Learning (AUD). The implementation of learning in early childhood is still carried out with safety considerations, especially for Early Childhood.

## 4 Research Methodology

This research is descriptive analytic by using qualitative data. All data in this study were obtained through a series of in-depth interviews with a number of informants. This research was conducted at TK Alfalah Tropodo, Sidoarjo. Qualitative research is one of the research procedures that produces descriptive data in the form of speech or writing and the behavior of the people being observed. Qualitative research is research in which problem solving is carried out using empirical data [10].

## 5 Result and Discussion

Based on the results of monitoring data contained in the Covid 19 Task Force, that nationally entered at level 2 PTM for SDLB, MILB, SMPLB, SMALB and MALB a maximum of 62%-100% by maintaining a minimum distance of 1.5 meters and a maximum of students per class. As for PAUD, the capacity of PTM is a maximum of 33% and maintains a minimum distance of 1.5 meters, a maximum of 5 students per class. This is in accordance with the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health and Minister of Home Affairs Number 03/KB/2021, Number 384 YEAR 2021, Number HK.01.08/MENKES/4242/2021, Number 440- 717 of 2021 concerning Guidelines for the Implementation of Learning during the COVID-19 pandemic. Referring to these rules, learning, especially for children after an early age, is carried out with the central learning model. With regulations from the government related to face-to-face learning, the institution must implement the policy, and the impact is on the application of the central learning model carried out by the institution.

With the re-opening of face-to-face learning in schools, of course educational institutions, especially PAUD institutions must prepare needs in accordance with the Health protocol [4]. The institution has reviewed the readiness to face PTMT which is carried out together with the guardians of students by implementing existing procedures at schools, especially on the use of masks, hand sanitizers, and checking temperature before entering school, if there is a child who has a fever, before the parents go home the child is not allowed to enter the room. School. In addition, each class is also provided with a circular carpet that can only be occupied by each individual child, so as to maintain distance for the sake of creating a safe health protocol in the classroom. Each floor also provides soap, a sink, and also a hand sanitizer so that children are accustomed to washing their hands with soap or using a hand sanitizer. This is like what is stated in the PTMT pocket book [11].

In the application of PTMT, the institution must regulate restrictions on students entering school in accordance with government regulations, so that a 2-3 pattern is applied, meaning that children are given the opportunity to go to school 2 days in 2 weeks and 3 days in 2 weeks so that when children go to school it becomes a 2-week pattern. 3 in a month so that children's learning ours are reduced. If PTMT is applied, it will also have an impact on children's development, when PTMT cannot receive full learning like PTMT in normal learning. PTMT did not get a full week of learning so the material had to be made in duplicate due to the limited time when giving the material so that material delivery could not be maximized like the normal PTM before the pandemic.

The results of the evaluation of child development can be stimulated, although not as well as in normal PTM. The development of children that has not been achieved properly is in the social emotional development and the development of religious norms, namely in the aspect of the child's moral aqidah because the giving of habituation is not obtained by children every day and is not always applied at home. In PTMT learning, the role of parents in stimulating children's development and assisting children in learning. The role of parents in motivating student learning is controlling study time, monitoring the development of children's academic abilities, monitoring children's personality development including moral attitudes and behavior of children and monitoring the effectiveness of learning in school [12]. Parents are required to replace the role of the teacher during the learning process at home, but not all parents are able and have the time to do this, this is in line with research conducted by Astuti dan Harun (2020) which states that parents are required to understand the material given by the teacher and then convey it to the child. In addition to parents, problems can occur in children. The difficulties experienced usually come from within the child who is difficult to invite in carrying out learning activities with parents at home [13].

The advantages of applying the BCCT learning model to PTMT activities can be obtained according to the existing centers. The disadvantage of this PTMT BCCT is that the learning that should be obtained by children directly and in turns according to the class and their respective centers cannot be channeled properly because the implementation of the centers is held by their respective class teachers so that moving classes which can usually be carried out due to PTMT are not available can be done well. Meanwhile, children and teachers also move according to the center even though the center teacher should not move and the children who should move can't be optimal in their application.

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