EDUKASIA: Jurnal Pendidikan dan Pembelajaran
Vol. 6, 1 (June, 2025), pp. 537-550
ISSN: 2721-1150; EISSN: 2721-1169; DOI: 10.62775/edukasia.v6i1.1455

Management Strategy of BCCT Model Implementation in Improving the Quality of Early Childhood Learning: Case Study in Tasikmalaya

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ARTICLE INFO

Keywords:

Management Strategy;
Implementation;
Beyond Center and Circle Time;
Learning Quality;
Early Childhood.

Article history:

Received 2025-05-06
Revised 2025-06-16
Accepted 2025-07-15

ABSTRACT

Beyond Center and Circle Time (BCCT) is a student-centered learning approach, namely learning activities are centered on the play center and activities in a circle. In BCCT, children are invited to assimilate new information into previous knowledge and experience. They are also invited to accommodate new knowledge by expanding or changing existing knowledge schemes. This study aims to analyze 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. The case study method was chosen as the method in this study because the problems studied occurred in certain places and situations. Based on the results of the study from the data obtained in the field and the discussion, it can be concluded that the Beyond Center and Circle Time (BCCT) learning model can improve the quality of early childhood learning at RA Baiturrahman, Tasikmalaya City. The evaluation results obtained are used as material for improvement in efforts to improve the quality of learning. There are several problems faced in implementing the BCCT learning model related to the capacity of teachers, students, facilities and infrastructure, and financing.

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1. INTRODUCTION

There is international attention to early childhood employment issues including workload, qualifications, and social and professional values. A growing body of research is examining early childhood education and care work (Harper & Wilson, 2020), because early childhood 0-8 years is the Golden Age, where children really absorb what they see and hear. At this time children have a very great curiosity with the various uniqueness they have and are at a very extraordinary stage of development in all aspects, both in terms of ability and personality (Shanty et al., 2023). The early childhood development stage is a critical period in the ontogenesis of individual character. Optimizing character formation at this stage of development has significant potential in producing a generation of adults with moral integrity and resilience. Therefore, early childhood education plays an important

role as the main foundation in the formation of national character in the future. A significant positive correlation has been identified between the quality of early childhood education and the strength of the intellectual foundation of the nation's next generation. Conversely, the deficit in the quality of education at this level has negative implications for the potential character of the nation's children, so that they are more vulnerable to negative influences in the future. A large number of scientific studies have confirmed that the course of a child's early development is greatly influenced by the characteristics of the physical and psychological environment around them, with the role of caregivers being very crucial in helping and shaping this environment (Chan et al., 2021). The essential characteristics of preschool and kindergarten education levels are marked by the dominance of manual production tasks. These activities include a series of activities that require hand involvement, such as handwriting, drawing, building (construction), and various other arts and crafts activities (Vinci-Booher et al., 2025). Early childhood education should focus on both academic and child-centered learning, promoting social, emotional, and academic growth (Mohammad, 2024). Educators in early childhood education should choose the right learning method based on the goals, situations, and conditions of their students so that their growth and development can be optimal (Wahyuni & Laksito, 2021).

There are some similarities between Indonesia and Finland, particularly regarding teacher qualifications and the curriculum. However, there were significant differences between the two countries. For example, Finland strongly emphasizes early childhood education to prepare students as lifelong learners. In contrast, Indonesia has traditionally focused more on basic and secondary education, although it is beginning to recognize the importance of early childhood education (Ali & Hermansyah, 2024). But, education in Indonesia is considered by various groups both domestically and internationally to have faced various challenges and problems which have had a negative impact on the low quality of education in Indonesia (Madhakomala et al., 2022). Indonesian education faces inequality, rigid systems, and ineffective implementation, with solutions including infrastructure improvements, teacher training, and adaptive curriculum revisions (Rafsanjani & Rozaq, 2024) . Quality early childhood education in Indonesia requires collaboration between stakeholders, including teachers, curriculum, and health institutions, to ensure health, nutrition, education, care, and protection for all children (Hasbi, 2020). The Independent Curriculum is an innovative advancement in the Indonesian education system, namely in Early Childhood Education (PAUD). Independent Curriculum in Early Childhood Education in Indonesia offers flexibility and potential for quality improvement, but faces challenges such as limited human resources, infrastructure, and funding (Lisnawati et al., 2024) .The fundamental problem in the realm of Early Childhood Education (PAUD) is the suboptimal quality of education, which is reflected in children's learning achievements. Learning practices that are less varied and tend to be monotonous have the potential to cause boredom in students. In addition, the orientation of learning that is dominated by an emphasis on the development of cognitive skills alone, such as basic literacy (reading, writing) and numeracy (counting), can ignore aspects of children's holistic development which include the domains of social-emotional, physical-motor, language, and art.

This condition indicates the need for more comprehensive pedagogical innovations that focus on the needs of children's overall development (Sanjaya et al., 2023). Early childhood learning plays a crucial role that requires careful attention from every educator. Creating a conducive and enjoyable learning and teaching atmosphere for early childhood is a challenge in itself, considering the unique and heterogeneous developmental characteristics of this age range. Variability in the rate of development, individual characteristics, and level of initial knowledge between learners demands a differentiated and responsive pedagogical approach to the specific needs of each child (Yadnyawati, 2019). Optimizing the learning process of early childhood is highly dependent on the competence of educators in facilitating learning activities creatively. This competence is reflected in the ability of educators to design and select learning media that are relevant and appropriate to the type of play activities chosen by children. The selection of appropriate and innovative media will increase the active involvement of students, stimulate exploration, and enrich their learning experiences (Setyani et al.,

2023). The implementation of learning models plays a crucial role in making the achievement of learning objectives at the Early Childhood Education (PAUD) level more effective and efficient. The development of innovative learning management models has a significant impact on the evolution of learning innovations and learning management practices in early childhood educators (Suebsing et al., 2024). Various learning models can be applied, including the Frobel, Montessori, Among System, Reggio Emilia, High Scope, and BCCT/Sentra models, among others. However, the main efficacy of early childhood learning is rooted in a learning system that covers the entire process and objectives of organizing education. The learning management model for Early Childhood Education Programs must be based on child development, which can be used by teachers to manage child development-based learning effectively (Aryani et al., 2020). The configuration of this learning system is greatly influenced by the learning model adopted, one of which is the Beyond Centers and Circle Time (BCCT) model (Fitri et al., 2022). In relation to the imperative, early childhood education institutions are required to have the capability to facilitate and organize high quality and professional education programs. One of the implementation strategies that can be taken is through the adoption of an active and fun learning model that is centered on early childhood, such as the Beyond Centers and Circle Time (BCCT) model, which is also known as a center-based learning model (Leny et al., 2022).

The Beyond Centers and Circle Time (BCCT) learning model was developed by Dr. Pamela Phelps, an education expert from the United States, and was first implemented at Creative Pre-school, Tallahassee, Florida. This center-based learning approach organizes the learning process through thematic activity centers. In its implementation, the development of learning concepts is carried out in a structured manner, starting from classical sessions that introduce the main topic or theme, which are then explored and discussed further in learning activities in various centers with interrelated learning objectives (Leny et al., 2022). BCCT learning involves structured play activities through central stages and the application of learning platforms (before, during, and after play) in a conducive manner (Abarua & Aihena, 2024). An effective learning process for early childhood should be personalized and responsive to the needs and stages of individual development. One methodology that can be implemented in the context of early childhood education is the center and circle-based approach, adopted from the Beyond Center and Circle Time (BCCT) model. BCCT is a pedagogical approach that places students as the main focus, where learning activities are organized around play centers and activities in circles. Center-based learning functions as a center for play activities designed to optimize the development of all potentials and aspects of children's development according to their chronological and psychological age stages through integrated and holistic stimulation (Mustajab et al., 2020). The application of the Beyond Centers and Circle Time (BCCT) learning model in the context of empirically structured play activities shows coherence with the stages of cognitive and social emotional development of early childhood. This pedagogical approach explicitly integrates and accommodates the fundamental significance of various play modalities, including sensorimotor play that is important for exploration and understanding of the physical world, role play that is important in the development of social, emotional, and representational skills, and constructive play that plays a role in stimulating logical thinking, problem solving, and creativity. The progression through these stages of play systematically supports children's development until the emergence of early literacy skills. BCCT integrates learning processes that are inherently designed to be recreational, thereby increasing children's motivation and engagement, while simultaneously stimulating the development of intelligence through challenging activities and stimulating critical thinking (Harmawati & Hasanah, 2020). The beyond and circle time (BCCT) model effectively teaches character education to early children due to its prioritization of this subject (Alfianti, 2021). The BCCT approach and combining both methods improves children's cognitive development more effectively than the drill method alone (Abarua & Aihena, 2024).

Effective classroom management in Early Childhood Education in Indonesia promotes cognitive, social, and emotional development by increasing engagement, reducing behavioral problems, and fostering self-regulation through consistent routines (Kusumaningtyas & Aprianto, 2025). The

management of the implementation of the Beyond Center and Circle Time (BCCT) learning model as a strategy to improve the quality of early childhood education can be strengthened by a well-established theological foundation, which is derived from the principles contained in the verses of the Qur'an and the hadiths of the Prophet Muhammad SAW. This theological corpus provides a normative framework and comprehensive direction regarding the fundamental significance of education and the learning process initiated since the early development phase of the individual in the perspective of Islamic teachings, including an emphasis on the responsibility of parents in providing quality education for children. The BCCT learning model has the potential to be an effective methodology in optimizing the quality of education and learning in early childhood, by emphasizing active and creative learning, which is inherently in line with the characteristics of child development at that age. This model integrates various pedagogical components, including a conducive learning environment, constructive interactions between students and educators, and empowering children to develop their potential holistically. The Beyond Center and Circle Time (BCCT) learning model inherently supports the concept of assimilation and accommodation in constructivism theory. In the implementation of BCCT, children are encouraged to assimilate new information by integrating it into the framework of knowledge and experience that they have previously had. Furthermore, they are facilitated to accommodate new knowledge through the process of expanding or modifying existing cognitive schemes. Thus, BCCT empowers children to actively construct their understanding through a series of cognitive processes that are consistent with the principles of constructivism. In addition, BCCT explicitly encourages children's active participation in the entire learning process, giving them a central role in the formation of individual knowledge. Children are encouraged to ask questions, articulate opinions, put forward original ideas, and explore independently. In this context, the role of the teacher or facilitator in the BCCT model shifts to a mediator who facilitates children in constructing their own understanding.

The Beyond Center and Circle Time (BCCT) learning model adopts a pedagogical approach based on play methods. The BCCT method significantly improves critical thinking skills in early childhood, leading to increased questioning, enthusiasm, and cheerful participation in teaching and learning activities (Widat et al., 2023). Within the framework of this model, children are given the autonomy to choose play activities that suit their individual interests. BCCT is also known as the term circle center, referring to the arrangement of learning spaces consisting of various activity centers that are interconnected or form a circular configuration. Through this model, children are stimulated to actively participate in various play-while-learning activities that are organized in thematic learning centers, including nature centers, kinesthetic centers, block centers, preparation centers, art centers, imtaq (faith and piety) centers, and role-playing centers (Latifah et al., 2022). The Beyond Center and Circle Time (BCCT) method, also known as the Center-based learning model, is a pedagogical framework specifically developed for Early Childhood Education (PAUD) levels. The BCCT model is an elaboration of the Creative Curriculum Model, which emphasizes a balance between the learning process facilitated by educators and initiatives originating from students. In this context, teachers act as facilitators who guide and direct, while children are given space to explore interests and develop understanding actively through activities in various learning centers (Bahar et al., 2020). The Directorate of Early Childhood Education (PAUD) has translated the Beyond Center and Circle Time (BCCT) model training materials over a period of five years. The implementation of this methodology is adaptive and can be carried out in stages, and modified according to the specific context and conditions in Indonesia, with the fundamental note that the principles of early childhood learning remain the main reference in the adaptation and implementation process (Supriatna, 2019).

The implementation of Beyond Centers and Circle Time (BCCT) in kindergartens can be successful if all stakeholders are dedicated and ready for the method (Rafidiyah & Normulati, 2020). The implementation of the Beyond Centers and Circle Time (BCCT) learning model requires a preparation phase that includes the organization of learning space and the provision of Educational Play Tools (APE) that are in accordance with the characteristics of the center and the age range of students, in

addition to the preparation of administrative documentation of the group and a systematic recording system for child development. The process of socializing the learning model to parents plays a crucial role in building a comprehensive understanding and acceptance of the pedagogical approach based on play activities. In the implementation phase, each learning center is activated based on the readiness of educators and the availability of supporting infrastructure, by providing a variety of activities and adequate allocation of play time to minimize boredom and competition between students, and equipping each center with a spectrum of safe APE, both commercially produced and independently developed through the utilization of waste materials and natural environmental resources. The closing phase is then inherently integrated into the BCCT learning cycle (Bili et al., 2024).

The terminology of "management" is more general and often associated with the corporate or economic context than with the educational realm. Conceptually, management is defined as a series of organizing processes aimed at achieving specific targets. However, comparative analysis shows that there is parallelism and convergence of meaning between the definition of management and the formulation of educational administration. Therefore, management is an inherent and inseparable element in the context of education. As an institution that has national goals, education requires the implementation of management principles in the entire process of its implementation. In this context, educational management can be defined as a discipline of study and practice that is specifically related to the organization and management of educational institution (Herman, 2022).

This study aims to analyze the management strategy of the implementation of the Beyond Center and Circle Time (BCCT) learning model in an effort to improve the quality of early childhood learning at RA Baiturrahman, Tasikmalaya City. Based on the literature review that has been conducted by the researcher, the study on "BCCT Model Implementation Management Strategy in Improving the Quality of Early Childhood Learning: Case Study in Tasikmalaya" has the potential to fill several significant research gaps in previous academic literature. Among previous studies, many have discussed the effectiveness of the Beyond Centers and Circle Time (BCCT) model in improving the quality of Early Childhood (ECD) learning, and also research on the management of the implementation of educational programs, there are still gaps that are relevant to the specific focus of this title. Most previous studies tend to focus on the pedagogical impact of BCCT on child development or on general descriptions of its implementation, but often do not explore the management strategies used to ensure effective and sustainable implementation. As like as the finding research that explain The BCCT model effectively engages early childhood students during limited face-to-face learning during the Covid-19 pandemic, by promoting six aspects of development (Kurniawati & Sa'ida, 2021), and other recearch said The Beyond Center and Circle (BCCT) approach effectively stimulates children's intelligence through directed play activities, enhancing community empowerment (Robithoh & Himmawan, 2023). Another research explain that implementing the BCCT method with a rolling system has positively impacted the quality of early childhood education by increasing children's interest, creating engaging activities, and holistic development (Julaiha & Malik, 2024). Resecarh by Rifqi explain that teacher preparation, including lesson planning and learning environment organisation, aligns with BCCT principles. Applying the block centre model effectively fostered cognitive abilities such as problem-solving, early mathematical logic, and spatial understanding (Aulia, 2024). This study can fill this gap by specifically analyzing how various learning for early childhood is applied in the context of BCCT to achieve the quality of Early childhood learning.

2. METHODS

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 is based on the consideration that the research was conducted in an Early Childhood Education institution that has implemented the Beyond Center and Circle Time (BCCT) learning model activities. 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 PAUD Terpadu Bunda Tami Tasikmalaya Regency. The researcher conducted interviews with research subjects directly to obtain in-depth information about the cases studied. Interviews can be structured (with predetermined questions) or unstructured (allowing subjects to speak freely). Interviews were conducted with 1 principal, 2 teachers and 2 parents at RA Baiturrahman. In accordance with the research method and data collection techniques used in this study, descriptive analysis techniques were used to analyze the data collected from the field. Through this technique, all data or facts from the field will be described by developing categories that are relevant to the results of descriptive analysis and guided by appropriate or relevant theories. This data analysis technique helps researchers understand, organize, and give meaning to the data collected. This approach prioritizes systematic and reflective analysis of qualitative data in order to produce a deep and complex understanding of the phenomenon being studied, namely the Beyond Center and Circle Time (BCCT) learning model in improving the quality of early childhood learning.

3. FINDINGS AND DISCUSSION

The implementation of the Beyond Centers and Circle Time (BCCT) learning model in the context of early childhood education management involves four main functions. Careful planning is the foundation, including the selection and organization of learning activities that are in line with the principles of BCCT, the preparation of a comprehensive learning plan with specific objectives, and the determination of materials and resources that are relevant to child development. Further organization is focused on the formation of small learning groups (centers), the selection of appropriate activities for each center, the assignment of roles and responsibilities of teaching staff, and the arrangement of classrooms and the provision of materials that support children's needs and interests. Implementation or mobilization involves directing and training teaching staff in implementing BCCT effectively, ensuring their competence, and creating an interactive environment that is conducive to children, teachers, and teaching assistants. Finally, supervision includes monitoring and evaluating the implementation of the BCCT model and children's learning outcomes, ensuring that plans are met, making improvements if necessary, and assessing the progress of children's development, participation, and parental satisfaction. The effective implementation of these management functions is expected to improve the quality of early childhood learning through an adequate learning environment, motivation to actively participate, and facilitating children's holistic development. 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 applied in kindergartens. This book also discusses the adjustment of the BCCT model to the characteristics and needs of Indonesian children. BCCT combines a child-centered learning approach. Children are the center of attention in learning activities, and an experience-based approach. Children learn through direct experience and exploration. The Beyond Centers and Circle Time (BCCT) learning model combines four important pedagogical components in stimulating the holistic development of early childhood. Center Time provides a vehicle for children to engage in structured play activities and independent exploration in various thematic learning centers, such as art, mathematics, and science. The learning environment in these centers is designed to facilitate the understanding of fundamental concepts through direct and interactive experiences. The Circle Time component facilitates group interaction through collective activities such as singing, library observation, and directed discussions on relevant topics. These sessions provide opportunities for children to develop verbal skills and share perspectives. Small Group Time organizes children into small groups to encourage collaboration and peer learning through integrated tasks or projects that combine concepts from multiple disciplines. Finally, Planning Time is the time allocated for educators to plan curriculum that is responsive to each child’s progress based on careful observation, ensuring that the lesson plan is aligned with each student’s specific developmental needs. The center-based

learning model and circle time, a four-step PAUD learning model, can improve children's development through daily activities in the central class (Werdiningsih & Rochmah, 2023).

Beyond Center and Circle Time (BCCT) Learning Model in Improving the Quality of Early Childhood Learning at RA Baiturrahman.

The implementation of the beyond centers and circle team method in the PAUD learning process is carried out by preparing learning in the form of a daily learning implementation plan (RPPH) which refers to the semester program and weekly program, arranging materials and game tools that will be used in the center (Anwar, 2023). The fundamental goal of implementing the Beyond Center and Circle Time (BCCT) learning model at RA Baiturrahman is to optimize the active involvement of all students in the cognitive process and learning activities. To achieve this goal effectively, the learning environment is designed in such a way that children have access to a variety of materials and activities in various centers, providing freedom in choosing the type of game that suits their individual interests. As a complementary step after goal setting, identifying the principles underlying the BCCT model is essential. Based on the results of interviews with the head of RA Baiturrahman, it was revealed that the conceptual basis of BCCT learning is oriented towards fulfilling children's needs, integrating play as the main vehicle for learning, stimulating creativity and innovation, providing a conducive environment for the learning process, developing life skills, utilizing contextual learning resources, implementing learning in stages according to the principles of child development, and covering the entire spectrum of child development.

The practical implementation of the BCCT learning model at RA Baiturrahman is realized through a series of core activities designed to optimize the holistic growth and development of early childhood. The first crucial aspect is the creation of an attractive and stimulus-rich learning environment, where the classroom is transformed into an ecosystem that triggers curiosity and active participation. This is achieved through the provision of a variety of learning materials and resources that are relevant to the child's experience, as well as the arrangement of specific thematic learning corners, such as literacy areas, visual arts, construction, and dramatization, which allow children to explore their unique interests and talents. The safety of the learning environment, child-friendliness, and facilities that support exploration and social interaction are the main priorities in the design of this environment. Furthermore, experiential learning plays a central role in the BCCT approach at RA Baiturrahman. Learning activities are not limited to the classroom, but are expanded through planned extracurricular activities to various educational locations such as parks, botanical gardens, museums, or other institutions that are relevant to the learning theme. Through direct observation, active exploration, and independent discovery in real-world contexts, children are encouraged to build a deeper understanding of concepts and skills. The use of concrete materials and objects in the learning process is also emphasized to facilitate the process of abstraction and internalization of knowledge. Interaction and collaboration between students are actively promoted as a means to develop social and cognitive competencies.

Figure 1. Beyond Center and Circle Time (BCCT) Learning Model at RA Baiturrahman.

Collaborative learning methods are implemented through idea-sharing activities, structured group discussions, interactive games, and collaborative projects. Through these interactions, children learn to communicate effectively, work in teams, appreciate diverse perspectives, and develop social skills essential for participation in community life. Self-expression and the development of imagination are facilitated through the integration of creative and artistic activities in the curriculum. Children are given the opportunity to engage in various art modalities such as painting, coloring, making crafts, singing, dancing, and role-playing. Through the medium of art, they can explore abstract ideas, convey emotions, and develop creativity. A personalized learning approach is also a distinctive characteristic in the implementation of BCCT at RA Baiturrahman. Educators strive to accommodate the individual needs of each child by providing guidance and support tailored to their developmental level, learning style preferences, and specific interests. In-depth observation of the unique characteristics of each child is the basis for directing the most effective learning process. Formative evaluation is implemented continuously as an integral component of the learning cycle. Educators proactively observe children's progress, document their development through anecdotal notes and portfolios of work, and reflect to understand each individual's learning trajectory. Evidence of children's development and achievements is systematically collected to provide a comprehensive picture of their progress and to serve as a basis for adapting future learning strategies. Overall, the implementation of BCCT at RA Baiturrahman emphasizes active, exploratory, and interactive learning, by placing children at the center of the educational process.

The closing stage in the implementation of the Beyond Centers and Circle Time (BCCT) learning model at RA Baiturrahman is systematically designed to consolidate learning experiences, strengthen conceptual understanding, and establish connections with the family environment of students. A series of closing activities is initiated with a formal announcement and transparent delivery of information regarding the end of the BCCT session, followed by an explanation of the sequence of termination activities and the underlying pedagogical objectives. Furthermore, the evaluation and reflection process is facilitated through a discussion forum guided by the educator, where students are encouraged to share narratives of experiences, new knowledge that has been internalized, and skills that have been developed during participation in BCCT activities. The affective dimension is also emphasized through the delivery of appreciation and praise, both individually and collectively, as recognition of active participation, efforts that have been contributed, and learning achievements that have been achieved during the learning session. This positive validation aims to stimulate students' self-confidence and intrinsic motivation. The series of activities ends with a closing activity that is relevant to the theme or substance of the learning, which can be in the form of a musical performance, interactive game, short literary narrative, or self-reflection. Pragmatic aspects are also integrated through the storage and arrangement procedures of the learning space, where educators ensure the collection and organized storage of all materials and equipment used during the BCCT session, as well as the rearrangement of the learning space in a neat and clean condition. Finally, the dissemination of information to parents is carried out proactively through written communication channels and face-to-face interactions, which include reports on student progress, pedagogical objectives of BCCT activities, and actualized learning achievements. This series of termination activities as a whole functions as a connecting mechanism between the learning experience in the school environment and the understanding and active participation of families in the child's education process.

Evaluation of the Beyond Center and Circle Time (BCCT) Learning Model in Improving the Quality of Early Childhood Learning at RA Baiturrahman

Evaluation in early childhood education is essential because it can help teachers understand children's developmental progress in learning, and allows caregivers to determine how well they are performing in their jobs (Al-Rawafi, 2020). Evaluation of the Beyond Centers and Circle Time (BCCT) learning model at RA Baiturrahman implements a series of systematic procedures that begin with memory reactivation through interactive question and answer sessions regarding the center activities

that have been carried out, followed by affective exploration to understand children's emotional experiences during the learning process. This approach aims to facilitate the articulation of understanding and internalization of students' learning experiences, while ensuring that the learning atmosphere is in line with the fundamental principles of early childhood education that emphasize joy and positive engagement. Learning assessment is carried out through triangulation of data collection techniques, including developmental achievement scales, anecdotal records that record significant behavior, and assessment of student work results. Comprehensive assessment indicators cover six domains of early childhood development, namely religious and moral values, physical motor skills, cognitive, language, social emotional, and art. The results of this evaluation are then integrated as formative feedback to inform and revise future learning practices, with the achievement of learning objectives that have been set as the main criteria for pedagogical success. Evaluation of the BCCT learning model as a systematic effort to improve the quality of early childhood education at RA Baiturrahman involves a series of methodological stages. The process begins with the identification of specific, measurable, achievable, relevant, and time-bound (SMART) learning objectives that are aligned with the applicable curriculum and developmental standards, covering the spectrum of children's cognitive, social, emotional, and motor development. Furthermore, determining operational and valid indicators of success is crucial to measure the level of achievement of learning objectives, which can be in the form of manifestations of communication skills, social intelligence, fine and gross motor skills, and levels of self-confidence. The data collection stage is carried out through the use of various instruments and techniques, including participant observation of children's behavior in the context of BCCT activities, structured and unstructured interviews with children and educators, implementation of relevant performance-based tasks or assessments, and comprehensive analysis of children's work portfolios. The collected data are then analyzed qualitatively and quantitatively to evaluate in depth the extent to which children have achieved the learning objectives that have been set, identifying individual strengths and areas that require further intervention. Based on the results of the analysis, specific, constructive, and growth-oriented feedback is provided to children and parents. This evaluation process is iterative, where the evaluation results are used as an empirical basis for making continuous improvements to the design and implementation of the BCCT learning model, identifying individual and collective needs of learners, and adopting pedagogical strategies that have proven to be more effective in optimizing the quality of learning. Active involvement of parents in the evaluation cycle and the provision of information on child development and support strategies in the home environment are integral elements in creating a cohesive synergy between formal and informal educational environments, which is essential for holistic child development. The evaluation applied is holistic, recognizing the uniqueness of each child, and is carried out continuously and periodically to monitor the child's developmental trajectory and ensure the effectiveness of the BCCT learning model in improving the quality of early childhood education in a sustainable manner.

Problems Faced in Implementing the Beyond Center and Circle Time (BCCT) Learning Model in Improving the Quality of Learning at RA Baiturrahman

The implementation of the Beyond Centers and Circle Time (BCCT) learning model in the context of early childhood education faces a series of multidimensional challenges that include educator competence, learner characteristics, availability of supporting infrastructure, and allocation of financial resources. In the educator realm, the main problems include deficiencies in theoretical and practical understanding of the principles and strategies for implementing BCCT, limited capabilities in effective management of time, learning space, and pedagogical resources within the framework of this model, and insufficient support and comprehensive training programs to develop essential skills in optimal implementation of BCCT. From the learner's perspective, adaptation to a learning model that integrates activities outside the classroom can be a separate obstacle, in addition to the potential limitations of effective communication and collaboration skills in the BCCT learning environment, as well as challenges in maintaining attention span and concentration levels during transitions between activities

that are inherent characteristics of the BCCT learning structure. Regarding infrastructure, limited availability of adequate space and facilities, including green open spaces, sports facilities, or representative and safe play areas, can substantially hinder the implementation of BCCT activities that require mobility and physical exploration. The financing aspect also plays a crucial role, where limited budget allocation for the development and operationalization of the BCCT learning model has the potential to hinder the provision of quality learning resources and the implementation of ongoing training programs for educators. Overcoming the complexity of these problems requires collaborative synergy between schools, educators, and other relevant stakeholders, with systemic support in the form of structured training programs, ongoing professional mentoring, budget allocation that is proportional to implementation needs, and improvement and fulfillment of relevant infrastructure as imperatives in ensuring the successful implementation of the BCCT learning model.

Solutions to Problems Faced in the Implementation of the Beyond Center and Circle Time (BCCT) Learning Model in Improving the Quality of Early Childhood Learning at RA Baiturrahman

Comprehensive solutions to address the challenges in implementing the BCCT learning model involve targeted interventions at various elements of the education system. For teachers, the solutions include conducting regular training and workshops to deepen conceptual and practical understanding of BCCT, providing support and mentoring in developing managerial skills and resource management, and facilitating collaboration between teachers to share experiences and best practices. For students, the proposed solutions include providing orientation and mentoring for specific adaptations to the BCCT model, integrating communication and collaboration learning into daily routines, and implementing strategies to improve focus and concentration through scheduling activities, providing clear directions, and various interesting activities. In terms of facilities and infrastructure, the solutions include identifying the need for supporting facilities for BCCT and efforts to improve or enhance them through budget allocation and external collaboration, as well as optimizing the use of available space and facilities through creative scheduling and adaptation. Regarding financing, the solutions considered are diversifying funding sources through collaboration with external parties, preparing comprehensive budget proposals, and optimizing the use of existing resources through effective and efficient financial management. Furthermore, active involvement and effective communication with all stakeholders, including parents, are considered important in supporting, monitoring, and addressing issues that may arise during the implementation of the BCCT learning model, thus overall contributing to improving the quality of early childhood learning.

The findings of this study complement previous existing research, including being in line with research that explains the need to design strategies for implementing early childhood education that are adjusted and based on data to overcome obstacles and take advantage of opportunities to improve teacher attitudes and parental involvement, which can ultimately strengthen education and improve the quality of early childhood education (Duraku et al., 2025). Then this research is also in line with research related to constructivism learning theory, that educators have a crucial responsibility to implement a student-centered teaching approach. This allows students to interact in groups, facilitate the exchange of ideas, problem solving, or the creation of new things that can enrich existing knowledge schemes. This constructivism learning theory firmly emphasizes active interaction between students, teachers, and other elements in the teaching and learning process, as an antithesis to the teaching model dominated by one-way information transmission from the teacher (Saleem et al., 2021). The constructivist principle is fundamentally manifested in the practice of the Beyond Centers and Circle Time (BCCT) learning model through an emphasis on the active role of children in constructing their own knowledge. In BCCT, children are not seen as passive recipients of information, but as active learners who are intrinsically motivated to explore, experiment, and solve problems. The center environment, which is rich in various educational play tools and learning materials, functions as a stimulant that allows children to interact directly with objects and ideas, building cognitive schemes through direct experience. BCCT-based instructional communication positively influences smart

character building in students (Putri et al., 2023). The BCCT learning model and consideration learning model effectively promote creative and innovative child development, shaping children's character traits like manners, good character, and good behavior (Hasanah & Latif, 2019).

The findings of this study contribute significantly to the development of educational theory, particularly in enriching the understanding of the center-based learning model (BCCT). Scientifically, this study provides empirical data on BCCT in facilitating active student engagement and holistic development of early childhood, while identifying implementation challenges that require strategic adaptation. An in-depth analysis of field practices offers new insights into how key elements of BCCT provide a foundation for the development of more contextual and effective pedagogical models in early childhood settings. Early childhood learning theory and knowledge are beneficial for teachers, parents, and other adults responsible for teaching children

4. CONCLUSION

The pedagogical orientation of the Beyond Centers and Circle Time (BCCT) learning model at RA Baiturrahman basically aims to empower the active participation of all students in the cognitive process and learning activities. In its implementation, the learning environment is designed to provide various stimulations through the arrangement of various toys and learning materials in thematic activity centers, so that children have the autonomy to choose activities that suit their interests. This approach is based on the assumption that freedom of choice will increase children's intrinsic involvement and learning motivation. The principles underlying the implementation of BCCT at RA Baiturrahman include: responsiveness to children's developmental needs, utilization of play as the main vehicle for learning, stimulation of creativity and innovation, provision of a conducive learning environment, development of life skills, utilization of contextual learning resources available in the surrounding environment, application of progressive learning stages that are in line with the principles of child development, and comprehensive coverage of all aspects of child development. These principles are the philosophical and operational foundations in designing and implementing learning activities. The learning planning process at RA Baiturrahman is carried out collaboratively and in a structured manner before the new school year begins through meetings between the Principal and all teachers. In this forum, all learning programs starting from the Semester Program (PROMES) to the Weekly Learning Implementation Plan (RPPM) are formulated systematically. The Principal delegates responsibility to teachers to determine the learning themes and sub-themes that will be implemented during one semester. All of these plans, including PROMES, RPPM, and Daily Learning Implementation Plan (RPPH), are documented in writing and integrated in the School Level Curriculum (KTSP) document. The preparation and development of this KTSP involves the active participation of the RA head, teachers, parents, and the school committee or committee, so that a holistic perspective is created in the preparation of the curriculum. In preparing and developing the KTSP, RA Baiturrahman refers to government regulations related to Early Childhood Education (PAUD) standards, PAUD curriculum, and guidelines for implementing the Raudhatul Athfal curriculum, including technical instructions from the Directorate General of Islamic Education, Ministry of Religion of the Republic of Indonesia regarding the preparation of the Raudhatul Athfal KTSP, showing compliance with the applicable regulatory framework. Based on the research results from the data obtained in the field and the 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. All learning programs that have been prepared are then mapped out the main tasks and functions of teachers, the division of tasks for group teachers and central teachers, then socialized to parents in the Student Parent Education Program event. The evaluation results obtained are used as material for improvement in efforts to improve the quality of learning. There are several problems faced in the implementation of the BCCT learning model related to the capacity of teachers, students, facilities and infrastructure, and financing. The problems faced are sought for solutions to overcome them, namely by conducting

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 faced.

Based on the findings of this study, Early Childhood Education Institutions are advised to use the research results as an empirical basis in formulating institutional policies that support the implementation of the BCCT learning model comprehensively. Priority should be given to the allocation of adequate resources, the provision of ongoing training programs, and the provision of structural support needed to ensure effective implementation of BCCT across school units. In addition, Principals need to be proactive in facilitating collaboration and knowledge exchange between teachers who implement BCCT, through regular meeting forums, working group discussions, or platforms to share best practices, challenges, and strategies for developing BCCT. Efforts to build strategic partnerships with other educational institutions or research institutions are also recommended to access more in-depth training and professional development in the field of BCCT, including bringing in external experts or speakers to provide further insight and support to educators. For teachers, active participation in training and professional development programs that specifically focus on BCCT is essential. Developing a deep understanding of the theoretical concepts and practical strategies of BCCT learning will equip teachers with the competencies needed for effective implementation in the classroom. Engaging in collaboration and exchanging experiences with colleagues who also implement BCCT is a mutually beneficial strategy to share best practices, innovative ideas, and solutions to challenges faced, thereby creating an environment of ongoing professional support. Furthermore, active involvement of parents in the BCCT learning process through open communication, provision of information about learning models, and collaborative efforts in supporting the implementation of BCCT in the home environment is an important aspect in creating holistic educational synergy.

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