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BCCT Model Preparation Center Learning Supporting Children's Readiness for School

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Abstract

The urgency of this research lies in the lack of enthusiasm among young children to start learning, which is partly caused by a lack of innovation in teaching methods. This issue is particularly crucial as early childhood is a critical period for cognitive development. This classroom action research aims to develop the potential of kindergarten group B children in readiness to enter elementary school. In this increase, children will be directed to learn using the Preparation Center with the BCCT model and the Bosowa School integrated curriculum. This research is focused on supporting children's school readiness, especially in pre-numeracy, pre-reading and pre-writing. Classroom Action Research (PTK) will be carried out in 2 cycles, each cycle consisting of planning, implementation, observation and reflection. Then the results of the investigation will be continued with an evaluation at the end of the lesson. Learning outcome data was obtained from learning outcome evaluation tests at the preparation stage for children's school readiness. This research involved Kindergarten B, totaling 59 children. The reference for assessing children's observations uses a Likert scale. The results of the research showed that there was an increase in cycle II in the pre-numeracy aspect, 77.8%, pre-reading, 72.6%, and pre-writing, 74%. So the data obtained with an average of >70% complete results, and the use of preparation centers with the BCCT model can support school readiness.

Keywords : *BCCT; Model Preparation; Center Learning; Supporting Children's Readiness; Classroom Action Research*

Introduction

Early childhood is an individual who is undergoing a rapid and fundamental development process for later life. Early childhood is in the age range 0-8 years. At this time the process of growth and development in various aspects is experiencing a rapid period in the span of human life (Rukayah et al., 2024). Early Childhood Education is the most fundamental education because a child's future development will be largely determined by various meaningful stimulations provided from an early age. The beginning of a child's life is the most appropriate time to provide encouragement or development efforts so that children can develop optimally (Anwar, 2023). According to Benyamin S. Bloom, a professor in education from the University of Chicago, he discovered the surprising fact that 50 percent of all human life potential is formed when they are still alive in the womb until the age of 4 years, the next 30 percent is formed at the age of 4-8 years, and the remaining 20 percent is in the age range 9-17 years (Werdiningsih et al., 2023). The weight of the human brain at birth is around 25 percent of an adult's brain and has more than 100 billion neurons and around one trillion glial cells which function as glue, as well as synapses (neuron branches) which will form trillions of connections between neurons. Synapses will work until the child reaches 5-6 years of age. A

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child's brain weight has reached 95 percent of an adult's brain, which means that the child's golden age is within the 0-6 year age range, an age that requires full attention from all of us (Lessy et al., 2018).

Early Childhood Education (PAUD) is the most fundamental education because a child's future development will be largely determined by various meaningful stimulations provided from an early age (Faturohmah et al., 2023). The beginning of a child's life is the most appropriate time to provide encouragement or development efforts so that children can develop optimally. Law Number 20 of 2003 concerning the National Education System Chapter 1 Article 1 point 14 states that PAUD is a coaching effort aimed at children from birth to 6 years of age which is carried out through educational stimulation to help physical and spiritual growth and development so that children have learning readiness to enter further education. This law mandates that education must be prepared in a planned and holistic manner. Early childhood is the golden age of child development (Golden Age), namely the period when all aspects of development can be easily stimulated (Romini, 2021). Therefore, in early childhood, it is necessary to carry out comprehensive development efforts involving care, health, nutrition, care, education and protection services. The importance of holistic and integrative PAUD services is emphasized again through Presidential Regulation Number 60 of 2013 concerning Holistic-Integrative Early Childhood Development.

Improving the quality of education is one of the efforts that can be made by everyone in order to adapt to the progress of the times, especially those occurring in the 21st century. Education is a system that influences each other, so that improving the quality of education can only occur if the quality of the components that support the education system is improved (Maimunah, 2023). Learning is one of the many important components that is very influential in improving the quality of education (Ulfa, 2022). Effective, efficient and interesting learning can occur if innovation is carried out in learning. Thus, innovative learning is learning carried out by teachers effectively, efficiently and interestingly so that the learning objectives that have been set can be achieved by students well (Uswatun et al., 2022). Innovative learning is student-centered learning so that all activities that occur involve children. Innovation in learning can be carried out in all components that support learning starting from the curriculum, student input, media, learning tools, as well as innovation in the use of learning models. Success in learning innovation is greatly influenced by the teacher's ability and willingness to carry out this innovation (Hijriati, 2017). Learning is an activity that begins with designing the learning that will be carried out, developing the tools that will be used, implementing and evaluating the activities that have been carried out (Marauna et al., 2019).

Centers, also known as BCCT (Beyond Centers and Circle Time), is an early childhood learning concept that was officially adopted by the Department of National Education of the Republic of Indonesia since 2004. Officially, the Department of National Education also made Dr. Pamela C. Phelps, the inventor and developer of this concept as a consultant, is pleased with its application in Indonesia (Aryani, 2019). This educational figure from the United States has dedicated himself to the world of early childhood education for 50 years through Creative Preschool in Tallahasse Florida and his concept has now been implemented in many countries. Thank God, the author was able to study directly with him and his team for 3 months in 1996 when Al Falah School prepared itself to implement this program in Indonesia. In 1998, Expert Staff to the Minister of Education and Culture, dr. Fasli Jalal, Ph. D. visited Al Falah School which is located on Jalan Kelapa Dua Wetan, Cibubur, East Jakarta, and expressed his interest. Al Falah held a Seminar with Consultant Speaker from Creative Pre School, Pamela C. Phelps, Ph. D. and keynote speaker dr. Fasli Jalal, Ph.D. in 2000. The seminar received a very positive

response from parents, teachers, school administrators and Department of National Education (Depdiknas) staff. Al Falah collaborated with the PAUD Directorate and subsequently held conferences and workshops on periodic centers every year to continue to increase the knowledge and experience of early childhood educators regarding centers (Jailani et al., 2018).

The PAUD learning model recognized by the Ministry of Education and Culture is the BCCT method which has been in effect since 2004. This learning model is used to train children's development using play methods which are designed so that children enjoy learning through play or Happy Learning (Leny, 2022). President of the Republic of Indonesia Ir. Joko Widodo stated in his speech on August 6, 2019, at the Republic of Indonesia DPR Building that the education budget for 2020 was 505.8 trillion. This budget increased 2.7 percent from the previous year of 462 trillion. One of the interesting things conveyed by the President of the Republic of Indonesia is that in the field of early childhood education, with the increased budget, it is hoped that no more Indonesian children will be left behind, the basic abilities of Indonesian children must be built starting from early childhood education and basic education (Kurinasih et al., 2022). This is the government's great attention to early childhood education, said Mrs. Nanny Hadi Tjahjanto - Yasarini TNI AU (Tribune Satu, Pekanbaru 12 August 2020). The last conference was held in Jakarta in January 2019 before the pandemic, and at the same time an award was given from the Department of National Education and Al Falah School to Pamela C. Phelps, Ph.D for her and the Creative Pre School Team's services in supporting Early Childhood Education in Indonesia. Furthermore, what and how the Central Learning Model is understood as a concept and how it is implemented as well as what needs to be done in the learning strategy to achieve the objectives will be discussed in the next chapter (Novia et al., 2020). This learning model has been proven to be effective, including through Sukiman's dissertation study in 2010.

The Beyond Center and Circle Times (BCCT) Learning Model is a method or approach in providing early childhood education which aims to stimulate all aspects of children's development through quality play activities (Hasanah, 2017). The Minister of Education, Culture, Research and Technology of the Republic of Indonesia, Nadiem Makarim, launched the Merdeka Belajar program, Episode 24 on March 28 2023: The fun transition from PAUD to SD, this is very interesting, especially for early childhood educators who are closely related to the learning program that can prepare PAUD children ready for elementary school. As a learning model has been introduced, it is natural that there are still many deviations in the implementation process in the field. Therefore, as someone directly involved in pioneering the implementation of the BCCT Model, researchers are interested in conducting research related to this problem (Fitri et al., 2022). The focus of this research is related to learning in Preparation Centers in the BCCT Model on children's readiness to attend elementary school. The research will be carried out at the Bosowa Bina Insani School (SBBI) Kindergarten, Bogor Regency, West Java, according to the place where the researcher is assigned, making it easier to carry out research.

Method

This research is a type of classroom action research. Classroom action research (CAR) is reflective research. Action research is a form of qualitative research that involves active participation and collaboration between researchers and participants to address a specific problem or issue. This methodology is particularly relevant in the field of nursing, where

practitioners can work together to identify and solve problems in their local contexts (Mustajab et al., 2020).

Research activities start from real problems faced by teachers in the teaching and learning process, then alternative solutions to the problem are reflected on and followed up with concrete actions that are planned and measurable. There are four important steps in classroom, namely plan (planning), act (action), observe (observation) and reflect (reflection). There are at least four action research models, namely the Kemmis and Taggart model, the Ebbut model, the Elliot model and the McKernan model. Researchers used the Kemmis and Taggart model of classroom action research design. The research was carried out in a one-day learning process, from the time the children arrived until they left, namely 07.30 to 12.30 WIB. The focus of learning research at the Preparation Center is carried out at the Center time, namely 10 pm 10.00-11.30. This research involved 59 children from the B group of kindergarten.

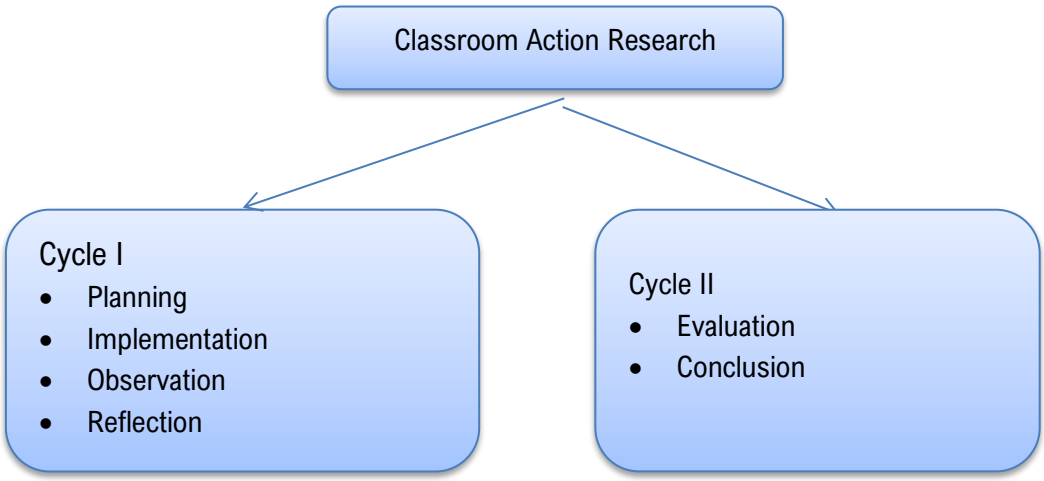
Data collection in this study can be done in various settings, various sources and various ways. Data collection techniques carried out by observation, interviews, documentation and a combination of the three. This study uses all three techniques, observation and interviews are the main ones and documentation is used to help, enrich, and complete research data. Observation is a complex process, a process that consists of various biological and psychological processes. Two of the most important are the processes of observation and memory. During observation, researchers will observe the factors that are the success of a learning process, including teachers, students, learning materials, methods, use of learning media and evaluation using the play method. More concretely, the observations that will be observed are how teachers provide support and how children respond to the support they receive, how teachers teach and give instructions to children, how the atmosphere of children playing in the Preparation Center is, and what the results of each learning process that occurs are.

An interview is a meeting of two people to exchange information and ideas through questions and answers, so that meaning can be constructed in a particular topic. Interviews, conducted by researchers when children are playing and recalling. Interviews with teachers/instructors ask questions such as: how do children respond when their parents give them a foothold, how do children behave when given a foothold, how do children react when teachers give them individual footholds? Meanwhile, according to Sugiyono, documentation is a record of past events. Documents can be in the form of writing, pictures, or monumental works from someone. Documents in the form of writing, for example, diaries, life histories of the Bosowa Bina Insani Bogor Kindergarten School, stories, biographies, regulations, policies, and testimonials. Documents in the form of images, for example, photos, drawings. Documents in the form of works, for example, two- and three-dimensional works of art, which can be in the form of displays or displays of photos of children's work related to the Preparation Center. Documentation, researchers will document all teaching and learning activities in the classroom. Documentation (photos and videos) is carried out in the classroom where group B children play and learn.

Indicators of success in the data analysis process in research include data reduction, data display, and data verification. Data reduction means summarizing, choosing the main thing, focusing on the important thing, looking for patterns and themes. For example, in the field of education, after researchers enter the school setting as a place of research, then in reducing

data researchers will focus on students who have high intelligence by categorizing them in terms of learning style, social behavior, interaction with family and the environment.

Data display means displaying data, namely presenting data in the form of brief descriptions, charts, relationships between categories, and so on. Presenting data that is often used in qualitative research is narrative. This is intended to understand what happened, plan further work based on what is understood. Next is data verification, this is the last step followed by drawing conclusions. Conclusions in research may be able to answer the formulation of the problem formulated from the beginning but also not, because the problems and formulation of problems in qualitative research are still temporary and develop after the researcher is in the field. The conclusion of qualitative research is a new finding that previously did not exist in the form of a description or picture that was previously unclear becomes clear can be in the form of a causal/interactive relationship and hypothesis/theory.



Picture 1. Classroom Action Research Method

Results

Several aspects are the focus of the researcher's attention, namely the application of learning in the Preparation Center within the BCCT Model and the Bosowa Integrated Curriculum to support children's readiness to enter elementary school. Classroom action research has been conducted in Kindergarten B, Bosowa Bina Insani School (SBBI) in Bogor Regency, West Java, related to strategies, methods, media, and evaluation, as well as follow-up actions, which are very useful for developing early childhood education. The third aspect of indicators that will be created includes pre-numeracy, pre-reading and pre-writing. The pre-numeracy aspect is divided into 30 indicators consisting of sub-aspects, namely awareness of numbers, numbers and number operations, geometric shapes, spatial relationships, measurement and data. The pre-reading aspect indicators are divided into 10 indicators consisting of sub-aspects, namely motivation to read and appreciation for books, awareness of language sounds and showing attention when reading story/theme books. Then finally, the writing aspect indicators are divided into 9 indicators consisting of sub-aspects, starting to get involved in activities, cutting skills, and reading ability.

Data on the development of children's readiness for school (Pre-numeracy, Pre-reading, Pre-writing) in cycle research is presented in the form of a distribution table on 5 scales such as, Has Not Appeared, Has Appeared, Occasionally Appears, Often Appears and Appears Very Often. The results of data analysis obtained in this classroom action research in each cycle can be presented as follows.

Table 1. Data on Development Results in Pre-cycle

Descriptive Statistics	Pre-count	Pre-reading	Prewriting
Not Yet Appeared	225	117	56
Once Appear	504	146	112
Sometimes Appear	2295	951	615
Frequently Appearing	724	140	516
Very often Appear	315	0	40
Total	4093	1354	1339
Total Percentage	40%	46%	50%

The development data presented in table 1 is the result of data from the stages of school readinessBased on the results of the research conducted, 30 pre-numeracy indicators were assessed with 59 child samples, resulting in a score of 40%. The results in pre-reading were 46% from 10 pre-reading indicators, and in the pre-writing research, the results were 50% from 9 pre-writing indicators. This data is pre-cycle data or initial data before the classroom action research is carried out. Based on the results of this data, there are many obstacles in improving the development of pre-numeracy, pre-reading and pre-writing. One of the biggest factors is environmental factors that are still not conducive, children still lack focus and interest in learning.

Table 2. Development Result Data in Cycle 1

Descriptive Statistics	Pre-count	Pre-reading	Prewriting
Not Yet Appeared	129	10	21
Once Appear	254	24	44
Sometimes Appear	2127	1083	609
Frequently Appearing	1436	420	756
Very often Appear	540	45	95
Total	4486	1582	1525
Total Percentage	51%	53%	57%

The development data presented in table 2 is the result of data from the stages of school readiness. In the research that was conducted, 30 pre-numeracy indicators were assessed and a sample of 59 children obtained a result of 40%. The results in pre-reading were 46% from 10 pre-reading indicators, and in the pre-writing research, the results were 50% from 9 pre-writing indicators. This data is the first data cycle, the data. Based on the results of observations in the implementation of the research, it was quite good and in accordance with the planning stages that had been made. There were obstacles faced by researchers during the implementation of cycle 1, namely, children still did not seem to understand the BCCT method being applied, some children were less able to be active in participating in activities and had not been able to use media according to its function, and some children's attention quickly shifts to other activities so that the classroom atmosphere becomes less conducive.

The solution that can be taken to overcome the obstacles above is to explain again the BCCT learning model and the media that will be used in the activity by conveying how the applied learning works. This aims to ensure that children are able to work independently and improve children's development, they will be more qualified to participate in learning activities, explaining the materials and tools that will be used in activities and demonstrating methods so that children understand and comprehend the materials and tools that will be used in the learning process, guiding and accompanying children during the learning process so they can focus on activities. The results of reflection in cycle 1 showed that children's pre-numeracy development reached 51%, pre-reading results were 53%, and pre-writing results were 57%. Achievement is still considered incomplete, so these three aspect indicators must be improved

further to reach >70% for the standard of completeness of children's school readiness. This is proven by the evaluation results obtained in cycle I which still need to be improved in the application of the BCCT learning model. Based on the results of reflection, teachers provide more intensive guidance to children when BCCT learning takes place. This activity aims to make children more active in searching for, processing and determining the results or concepts being studied. In this way, children will be more creative and active in participating in learning, which will of course have an impact on increasing their cognitive development. The same BCCT learning model will continue to be applied in cycle II, but emphasis will be placed on aspects that still need to be improved, so that the next cycle is needed to obtain developments in children's school readiness in the three expected indicators, namely pre-numeracy, pre-reading and pre-writing.

Planning in cycle II is still the same as cycle I by creating learning scenarios outlined in the learning plan, only the emphasis is on things that are considered lacking and adding things that are deemed necessary. Before the learning process begins in cycle II, the teacher will do the following things by explaining again how the BCCT learning technique works and arranging class conditions that support learning activities, explaining and demonstrating how to use media in a simple way in language that is easy for children to understand, providing interesting learning media and a more conducive learning atmosphere. By providing improvements in these aspects, it is hoped that it will be able to increase the development of children's school readiness in the three expected indicators, namely pre-numeracy, pre-reading and pre-writing. The next learning activities are the same as in cycle I with some additions to things that are considered still need to be improved.

Table 3. Development Result Data in Cycle 2

Descriptive Statistics	Pre-count	Pre-reading	Prewriting
Not Yet Appeared	0	0	0
Once Appear	0	48	0
Sometimes Appear	798	361	273
Frequently Appearing	3340	1260	1096
Very often Appear	2750	485	595
Total	6888	1582	1964
Total Percentage	77.8%	72.6%	74%

Based on the table above, the development data presented in table 3 is the result of data from the stages of school readiness. In the research that was conducted, 30 pre-numeracy indicators were assessed and a sample of 59 children obtained a result of 77.8%. The results were 72.6% of the 10 pre-reading indicators in the pre-reading, and in the pre-writing research, the results were 50% of the 9 pre-writing indicators.

Through the process of improving learning activities and implementing actions in cycle I, in the implementation of cycle II there was an increase in the learning process which was shown through an increase in pre-numeracy development by 26.8%, pre-reading by 19.6%, pre-written by 17%. The process of learning activities with the application of the BCCT learning model assisted by simple object media has gone quite well, this can be seen from the increase in the average percentage (M%) of cognitive development from cycle I to cycle II , so that the researchers consider this research to be sufficient, in cycle II and not continued to the next cycle. The presentation of the research results above provides an illustration that the application of BCCT learning assisted by simple media can actually increase the development of children's school readiness, especially in children's pre-numeracy, pre-reading and pre-writing.

Discussion

Based on the results obtained from the implementation of learning in the Preparation Center using the BCCT (Beyond Center and Circle Time) Model and the Bosowa Integrated Curriculum, this research aims to support children's readiness before they enter elementary school. This classroom action research was conducted in Kindergarten B at Bosowa Bina Insani School (SBBI), located in Bogor Regency, West Java. In this study, results were obtained from the analysis of initial pre-cycle data, which indicated that the completion rate was still far from expectations. The results showed a slight improvement in cycle I, because the children were still in the adjustment period to the application of the BCCT model. However, in Cycle II, the emphasis placed on children's readiness to learn yielded more encouraging results, with pre-numeracy reaching 77.8%, pre-reading 72.6%, and pre-writing 74%. This can be concluded as a very significant improvement.

This learning center successfully created an atmosphere that made children feel happy and joyful while learning (Rafidiyah et al., 2020). Therefore, it is important to create a comfortable and enjoyable environment because if a child experiences feelings of stress, disappointment, sadness, or anger, they will not be able to concentrate and learn effectively. Based on theories derived from various studies on brain development, it is known that the thinking center in the human brain will not function optimally if an individual is in a negative emotional state. Children as subjects in the learning process by positioning, rather than mere objects, you can help them develop their full intellectual potential and allow them to grow into creative children (Fashlah et al., 2021)..

The Preparation Center Learning with the BCCT Model (Beyond Center and Circle Time) cannot be implemented exactly the same as the curriculum used at Creative Pre School. The learning in this Preparation Center adopts a curriculum that is tailored to the various needs, religions, and cultures present in Indonesia, while also considering the local cultural context in which the educational unit operates. This curriculum is carefully designed based on the developmental stages of children to optimally support their growth. Therefore, one of the most important aspects to build is the teacher's ability to recognize and understand the developmental stages of each child, allowing them to provide appropriate and effective learning support (Rafidiyah et al., 2020). Early childhood education fundamentally rests on the principle that the educational process should be oriented toward the needs of children, using a "Play-Based" approach (Wahyuningsih, 2020). The world of children is a world of play, where the freedom to learn for young children is understood as the freedom to explore and play. Learning activities are also meticulously designed to build an effective working system. Additionally, these activities should focus on the development of essential life skills. Education is carried out in a gradual and repetitive manner, consistently referring to relevant principles of child development, so that the teaching and learning process can occur in a way that is enjoyable and beneficial for children.

Conclusion

Classroom Action Research (PTK) on children in Kindergarten B group at Bosowa Bina Insani School, Bogor, was carried out in two cycles. Each cycle consists of four stages, namely: (1) planning, (2) implementing actions, (3) observing, and (4) reflecting. Based on the discussion and research results, it can be concluded as follows: Preparatory center learning using the BCCT model and the Bosowa School Integrated Curriculum is felt to be able to

support children's readiness to attend elementary school. Based on the results and discussions obtained, it can be concluded that the Preparation Center can support children's readiness for school in the areas of pre-numeracy, pre-reading and pre-writing skills. This is based on pre-cycle data, pre-calculation results were 40%, pre-reading results were 46%, pre-writing results were 50%. Then at the end of Cycle II, the pre-numeracy results were 77.8%, pre-reading 72.6%, and pre-writing 74%, experiencing a very significant level of completion.

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