

**IMPLEMENTASI Pendekatan BCCT (*Beyond Centers and Circle Time*) dalam Mengembangkan Kecerdasan Jamak (*Multiple Intelligences*) Anak Usia Dini (Studi Kasus di Raudathul Athfal (RA) AL-Muttaqin Kota Tasikmalaya)**

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**ABSTRAK**

Penelitian ini dilatarbelakangi oleh asumsi bahwa pendidikan anak usia dini merupakan pondasi dalam pendidikan. Hal ini karena anak usia dini merupakan masa emas perkembangan anak. Dalam hal ini pendidikan anak usia dini dirancang untuk mengembangkan potensi kecerdasan anak, pembentukan perilaku, dan pengembangan kemampuan dasar. Pendekatan BCCT atau yang biasa disebut sentra dan lingkaran dianggap mampu mengoptimalkan potensi kecerdasan anak melalui bermain. Penelitian ini dilakukan di RA Al - Muttaqin Tasikmalaya. Penelitian ini dilakukan untuk mendapatkan gambaran implementasi pendekatan BCCT dalam mengembangkan kecerdasan jamak. Lebih khusus ditujukan untuk menemukan dan mengungkap informasi empiris mengenai perencanaan, pelaksanaan, dan penilaian pembelajaran dengan pendekatan BCCT dalam mengembangkan kecerdasan jamak. Penelitian ini menggunakan pendekatan kualitatif melalui metode studi kasus. Pengumpulan data dilakukan dengan teknik observasi, wawancara, dan studi dokumentasi. Hasil penelitian ini terkait perencanaan pembelajaran meliputi perencanaan program tahunan, program semester, rencana kegiatan mingguan (RKM) dan rencana kegiatan harian (RKH). Pada rencana kegiatan harian (RKH) terdapat empat jenis pijakan dalam kegiatan inti sesuai pedoman Depdiknas meliputi meliputi pijakan lingkungan main, pijakan sebelum main, pijakan selama main dan pijakan setelah main. Adapun komponen kegiatan harian mencakup hari/tanggal, nilai karakter dan kewirausahaan, indikator, kegiatan pembelajaran, alat atau sumber belajar, penilaian perkembangan anak didik. Pelaksanaan pembelajaran meliputi kegiatan pembukaan (pijakan lingkungan main, ikrar, motorik kasar), kegiatan inti (pijakan sebelum main, pijakan selama main, pijakan setelah main); makan bekal bersama dan penutup. Pelaksanaan pembelajaran dengan pendekatan BCCT dapat mengembangkan kecerdasan jamak yang berpusat pada berbagai sentra yaitu sentra imtaq mengembangkan kecerdasan interpersonal, kinestetis jasmani, intrapersonal; sentra seni mengembangkan kecerdasan musikal, spasial, interpersonal; sentra persiapan mengembangkan kecerdasan matematis logis, linguistik, spasial; sentra bahan alam mengembangkan kecerdasan naturalis, spasial, kinestetis, intrapersonal dan interpersonal; sentra rumah baca kecerdasan linguistik, spasial; sentra main peran kecerdasan linguistik, interpersonal, musik; dan sentra balok mengembangkan kecerdasan spasial. Penilaian pembelajaran dilakukan dengan pengamatan, percakapan/ dialog, pemeriksaan medis, penugasan, unjuk kerja dan dokumentasi hasil karya anak (portofolio).

**Kata Kunci: Implementasi, BCCT, Kecerdasan Jamak**

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**IMPLEMENTATION BCCT (*BEYOND CENTER AND CIRCLE TIME*)  
APPROACH IN DEVELOPING *MULTIPLE INTELLIGENCES*  
IN EARLY CHILDHOOD**

By  
Taopik Rahman

**ABSTRACT**

This research is motivated by the assumption that early childhood education is a very basic education. This is because early childhood is a golden period of child development. In this case early childhood education to carry out the functions unleash the full potential of the child's intelligence, planting base value, and the development of basic skills. BCCT approach or commonly called the center and the circle is considered capable of optimizing the potential and intelligence of children through play. The research was conducted in RA Al - Muttaqin Tasikmalaya. This study was conducted to obtain an overview of the implementation of the BCCT approach in developing multiple intelligences. More specifically intended to find and uncover empirical information regarding the planning, implementation, and assessment of learning by BCCT approach in developing multiple intelligences. This study used a qualitative approach through the case study method. Data collection is done with observation techniques, interview, and studies documentation. The results of this study are compiled lesson plans and Syllabus includes the Annual Programme (Semester Program, Plan weekly activities, and plan daily activities). Learning plan includes an annual program planning, program the semester, plan weekly activities (RKM) and plan daily activities (RKH). On a daily activity plan (RKH) listed four types of scaffolding in core activities include the Ministry of Education guidelines appropriate play environments scaffolding, scaffolding before the play, stepping over and scaffolding play after play. The components of the daily activities include day / date, value and the entrepreneurial character, indicators, learning activities, tools or learning resources, assessment of students' progress. Implementation of environmental management includes learning games, children welcome, opening play, transitions, core activities, eating together, cover activity. Implementation of learning with BCCT approach to develop multiple intelligence based on various centers are centers IMTAQ develop interpersonal intelligence, Kinesthetic bodily, intrapersonal; center for arts develop musical, spatial, interpersonal; preparation centers develop logical mathematical intelligence, linguistic, spatial; centers of natural materials developed naturalist intelligence, spatial, kinesthetic, intrapersonal and interpersonal; centers read the linguistic, spatial; centers around the role of linguistic, interpersonal, musical, and centers develop spatial beam. Learning assessment was conducted on the observation, conversation / dialogue, medical examinations, assignments, performance and documentation of student work (portfolios).

**Keywords : Implementation, BCCT, Multiple Intelligences**

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