ABSTRAK

PERSEPSI GURU TERHADAP MODEL PEMBELAJARAN *BEYOND CENTERS & CIRCLE TIME* (BCCT)

(Studi Fenomenologi Pada Guru Di TK Negeri Pembina Citarip Kota Bandung)

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Pentingnya pemilihan model pembelajaran yang mengoptimalkan seluruh aspek perkembangan anak. BCCT merupakan salah satu model pembelajaran. Tujuan penelitian ini mengetahui persepsi guru terhadap model pembelajaran BCCT. Metode penelitian yang digunakan studi fenomenologi. Penentuan partisipan dilakukan *purposive,* dengan tiga orang guru yang telah menggunakan BCCT. Dari hasil penelitian guru menyatakan BCCT mampu memfasilitasi bakat, minat dan tumbuh kembang anak. Pada tahap perencanaan guru menyiapkan Program semester, mingguan, harian, tema, kompetensi dasar yang harus dicapai anak, sarana prasarana, sentra-sentra, instrumen penilaian anak. Pada tahapan pelaksanaan terdapat standar operasional, pijakan penataan lingkungan main, sebelum main, selama main, setelah main, melakukan penilaian terhadap anak. Pada tahap penilaian, ada penilaian yang dilakukan oleh guru sentra dan guru kelas, teknik penilaian yang digunakan observasi, ceklis, catatan anekdot, portofolio, hasil karya anak, foto kegiatan anak, laporan untuk orang tua. Guru melakukan evaluasi diri terhadap kinerjanya. Implikasi penelitian ini diharapkan dapat memperbaiki kondisi dalam mengimplementasikan model pembelajaran BCCT agar dapat mengoptimalkan tumbuh kembang anak.

Kata kunci : Guru, Model Pembelajaran *Beyond Centers And Circle Time* **(BCCT).**

ABSTRACT

PERCEPTION OF TEACHERS TOWARDS LEARNING BEYOND THE CENTERS & CIRCLE TIME (BCCT)

(Phenomenology Study On Teachers In TK Negeri Pembina Citarip Bandung City)

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The importance of the selection of the model of learning which optimizes all aspects of child development. BCCT is one of the learning models. The purpose of this research is to know the perceptions of teachers towards learning model of the BCCT. The research method used the study of Phenomenology. Determination of the participant performed purposive, with three teachers who have used the BCCT. From the results of research teachers stated BCCT is able to facilitate the talents, interests and grow flowers. At the stage of planning the teacher prepares the Program daily, weekly, semester, themes, basic competencies to be achieved, the child, infrastructure, centers centers, child assessment instrument. On the stages of implementation, there are operational standards, environmental structuring main footing, before the game, during the game, after the game, doing an assessment against the child. At this stage of the assessment, there is an assessment conducted by the Center for teacher and classroom teacher, the assessment techniques used observation, checklist, anecdotal notes, portfolio, student works, children's activities, photo report for parents. Teacher evaluates themselves against its performance. The implications of this research are expected to improve conditions in implementing a learning model BCCT in order to optimize the growing flower child.

Keyword : Teacher, *Beyond Centers And Circle Time* **(BCCT) Learning Model.**