

Research Article

## **BCCT-Based Learning Management in Inclusive Kindergarten (Multi-Site Study in Mawaddah Kindergarten Central Banjarmasin District and Pembina State Kindergarten East Banjarmasin District)**

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*Article history:*

Submission October 2021

Revised December 2021

Accepted December 2021

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**ABSTRACT**

This study aimed to examine BCCT-based learning management in Inclusive Kindergarten on Mawaddah Kindergarten in Central Banjarmasin District and Pembina State Kindergarten in East Banjarmasin District. This was a descriptive qualitative study that used data from the Head of Kindergarten and teachers. The results showed that planning activities involved the annual program preparation, lesson plans, and independent calendar. In contrast, organizing involved the schools' vision, mission, goals, organizational structure, division of teaching tasks and classes, as well as play equipment and learning media inventory. Furthermore, the principal implementation process involved teachers learning various activities, such as opening, closing, and monitoring the learning process. The learning programs were evaluated through student development results, teacher performance, strategies, and follow-up on learning improvement.

*Keywords: Learning Management, BCCT, Inclusive School*

### **Introduction**

The 21st-century era consists of free competition shown by the increasingly thin protective barrier between countries. This can be beneficial or challenging when a country cannot face the competition, threatening its global social standing.

The competition directly affects the national education system implementation to increase qualified and competitive human resources. For this reason, Indonesia enacted Law Number 20 of 2003 on the National Education System to improve the education quality, including inclusive education.

The learning involves applying educational principles and theories for successful education. Furthermore, it is a two-way communication process between teachers and

students. Learning management is the systematic outline of learning experiences opportunities to guide school activities and implementation goals (Asmawati, 2014).

Early childhood education requires learning activities (Bafadal, 2016). Learning is the main education element and consists of learning and teaching activities. Teaching and learning are an integral part of aligned activities, where learning is the main and teaching is the secondary (Suriansyah & Aslamiah, 2011). Early childhood learning is a developed curriculum involving set plans in various learning experiences through play activities based on children's potential and developmental tasks to achieve competence (Nurani & Sujiono, 2013).

The learning purpose in early childhood (Mukhtar Latif, 2014) is meant to develop their

*How to cite:*

Fashlah, A. G., Rizali, A.M., & Suhaimi (2021) BCCT-Based Learning Management in Inclusive Kindergarten (Multi-Site Study in Mawaddah Kindergarten Central Banjarmasin District and Pembina State Kindergarten East Banjarmasin District), 4 (4), 396 – 400. doi: 10.11594/jk6em.04.04.02

potential early in preparation for the life to adapt to their environment and applies to normal and special needs children. Therefore, all schools should admit children with different characteristics. An inclusive school is an educational setting where students from different backgrounds and abilities learn in an inclusive environment (Madyawati, 2020).

Based on the 8 National Education Standards, Kindergarten learning includes the planning, organization, implementation, and evaluation stage (Mukhtar Latif, 2014). The inclusive school learning management system summarizes this.

The current early childhood learning applies a center-based learning model, also known as BCCT. This model is focused on playing activities in each learning process. Play centers inside or outside the classroom contain various play activities with necessary materials arranged based on the children's abilities, age groups, and planned themes in the daily learning implementation plan. The PAUD directorate recommends this learning model in early childhood education (Fitriana, 2018).

BCCT-based learning has various centers, including imtaq, preparation, art, natural materials, as well as role-playing and block centers. School activities applying BCCT-based learning have a playing foothold, following standard operating procedures to optimize learning objectives.

The school learning management influences its objectives achievement by increasing basic knowledge of inclusion and special needs children. This study selected and analyzed the policies implementation in two early childhood educational institutions, namely Mawaddah Kindergarten in Central Banjarmasin District and Pembina State Kindergarten in East Banjarmasin District.

These Kindergartens were selected because they apply Inclusive learning and BCCT central learning system. The inclusive education goals can be achieved through effective management.

This study focused on the kindergartens titled "BCCT-Based Learning Management in Inclusive Kindergartens (Multi-Site Study in Mawaddah Kindergarten Central Banjarmasin District and Pembina State Kindergarten East Banjarmasin District)." This also described and

analyzed the planning, organizing, implementation, and evaluation of center-based learning management of Inclusive Kindergarten in Mawaddah Kindergarten Central Banjarmasin District and Pembina State Kindergarten East Banjarmasin District.

### **Methodology**

This is a qualitative study which applied field studies for data collection. It included interviews with principals and teachers and observations.

The data was processed, presented in detail, reduced, and drawn conclusions to achieve the study objective. Furthermore, the study used cross-site analysis to determine the similarities between the two kindergartens. These similarities were adjusted for a general description and conclusion.

### **Findings and Discussion**

The findings and discussion on BCCT-based learning management of Inclusive Kindergarten in Mawaddah Kindergarten Central Banjarmasin District and Pembina State Kindergarten East Banjarmasin District are as follows:

#### ***Planning in BCCT-Based Learning Management in Inclusive Kindergartens***

The results showed that the first stage of school program preparation involves creating an annual or semester program. The preparations are routine and include all relevant parties following curriculum guidelines. The school learning activities are developed based on the set program.

Erwinsyah supports these findings states that the curriculum follows set guidelines in all educational activities, including learning. The educational goals are achieved by effective school programs management. The program preparations are recorded orderly with the school administration's supervision to achieve educational goals (Erwinsyah, 2017). Fadilillah stated that learning management planning facilitates the learning process. The planning consists of various programs applied in learning activities (Fadlillah, 2018).

Both schools developed lesson plans regularly as scheduled. The learning implementation preparation is conducted by teachers and approved by the principal following the

school's set curriculum. The schools have weekly and daily lesson plans.

The results showed that the weekly lesson plans assessed the children's development achievement well-directed and organized. Fadlillah stated that organized learning implementation preparations enhance the learning objective's success (Fadlillah, 2018).

Vivi Sufiati and Sofia Nur Afifah explained that planning is not necessary but can be applied to achieve learning goals. The daily learning plan format has no standard but should contain predetermined components (Sufiati & Afifah, 2019). Each school had different implementation plan formats, but both contained program identity, tools and materials, opening, core, closing activities, and assessment plans.

The results showed that both schools involved teachers in the independent education calendar preparations. The independent calendar is based on the Education Office calendar. Well-organized institutions apply private education calendars.

Ajizatur Rahmah explained that learning is designed through curriculum guidelines, academic calendars, determining themes, and learning schedules and activities. The education calendar planning is applied in Early Childhood Education to determine the teaching and learning process effectiveness (Rahmah, 2019).

Prayinda Adelista dkk (Adelista, Adrian-syah, & Mustiningsih, 2020) stated that curriculum and programs development are scheduled in the annual academic calendar. The academic calendar is a benchmark for the planned activities implementations based on the effective learning week, holidays, and other obstacles.

### **Organizing in BCCT-Based Learning Management in Inclusive Kindergartens**

Both schools regularly established vision, mission, goals, and organizational structure, involving various related parties. The schools' vision and mission state its main goals by implementing certain strategies and actions to achieve the educational program objectives. In contrast, the goal describes the mission statement (Calam & Qurniati, 2016) and is achieved within a predetermined period. The school organizational body performing set duties and

obligations helps to achieve the target mission and goals.

The schools have established an organizational structure with their respective names and positions. The organizational structure includes labor division for each member with their respective duties to facilitate teaching and learning activities. This means personnel coordination ensures smooth and effective school activities (Suryosubroto, 2015).

Both schools divide the teaching tasks and classes to facilitate smooth learning activities. The principal selects teachers with linear educational backgrounds for special assistance. Therefore, teachers understand the special children's needs. This follows the opinion that special assistant teachers are supporting pillars of inclusive education. They have specific knowledge, competence, ability, and skills in handling and developing special needs children's potential according to their characteristics (Madyawati, 2020).

Both schools implemented an inclusive education system to accommodate special needs children and provide equal learning opportunities. Furthermore, all students, including special needs children, learn in the same class.

Teachers managed the play equipment and learning media inventory. This process involves creating a list of playing tools, learning media, and selecting and sorting children's play. Inventory is essential in organizing and includes various school materials with information on suitability to optimize learning activities (Bafadal, 2016).

### **Implementation in BCCT-Based Learning Management in Inclusive Kindergartens**

The implemented activities in learning management were effective in both schools. Teachers can attract children's attention in the opening, main and closing activities. Previous study stated that in opening and closing activities, teachers' skills are required in opening learning to positively influence the children's mental and attention focus (Sufiati & Afifah, 2019).

Teachers without lesson plan knowledge repeat the same activities, hence, are ineffective in time management and material deepening (Fadlillah M., 2018). Both schools' learning

activities implementation was effective following the SOP (Standard Operation Procedure) and the daily learning implementation plan. Therefore, the learning activities run effectively and efficiently, enhancing the children learning process.

The results showed that both principals performed routine monitoring. The principal directly monitors the learning process from the classroom to ensure teachers effectively perform their duties. Regular monitoring enhances the learning process to achieve the set objectives. The principals apply measurable indicators in the monitoring process. Based on (Andang 2014), it stated that the assessment indicators evaluate teacher competence in their assignments.

#### ***Evaluation in BCCT-Based Learning Management in Inclusive Kindergarten***

The results showed that the principal regularly evaluated teachers' performance. The evaluation process applies an assessment instrument filled by the principal to measure teachers' performance over a certain period. Teachers' evaluation improves their performance through coaching, training seminars, and other effective methods. Meanwhile, teachers' competence determines children's activities and learning outcomes. The teaching and learning process and students learning outcomes are determined by the school, pattern, structure and content curriculum, and teacher competence (Erwinsyah, 2017).

The regular evaluation also assesses student development achievements over a certain period. Previous study stated that assessment involves collecting and processing information to measure children's learning activities achievement. The assessment objectives include: (1) obtain information on the children growth and development; (2) improve learning activities and services to optimize the children's attitudes, knowledge, and skills; (3) guide parents on integrating the learning process at home; and (4) provide input for relevant parties to optimize children's development (Sum, 2020).

The final evaluation stage involves improvement strategies and follow-up steps. Teachers from both schools enhanced learning through improving their teaching and learning

methods and conducting home visits. Improved learning optimizes children's growth and development and school education quality. Therefore, this reflects effective learning management in the schools.

The results are supported by Ashiong P. Munthe (2015), who stated that implementing follow-up steps to improve learning programs requires the evaluation of three components. They include learning program design and implementation and the achieved results. The improvement strategy is based on the evaluation results. The improvement strategies for learning can follow remedial classes, simplifying learning programs, and home visits.

#### **Conclusion and Recommendation**

The results showed that Mawaddah Kindergarten Central Banjarmasin District and Pembina State Kindergarten East Banjarmasin District conducted learning management through planning, organizing, implementing, and evaluation stages. All these stages involved the principal, teachers, and other parties. Furthermore, the management activities are conducted regularly and well organized.

The planning stage involves creating and compiling the school's annual and semester programs. In contrast, the learning implementation plan consists of weekly and daily lesson plans. In the final stage, both schools developed an effective independent school calendar to determine the teaching time and learning activities.

The organizing stage involves establishing the vision, mission, goals, and the school members' organizational structure. The second stage involves teaching task division and classes for normal and special needs children. In the division, normal and special needs children are mixed in one class. Furthermore, special needs children are assisted by special teachers. The final stage involves an inventory of play equipment and learning media through organizing the suitable learning materials.

The implementation stage is divided into three parts, the opening, main, and closing activities. The learning activities implementation is performed in a central class with a playing foothold. Learning activities involve developing all child development aspects. In addition,

the principal routinely monitors teaching activities to ensure that they fulfill the SOP and learning implementation.

Evaluation is the final learning management stage conducted to assess teachers' performance and children's development growth over a certain period. This determines ineffective learning programs' improvement strategies and follow-up steps, specifically for children with special needs.

Based on the results, the effectiveness of BCCT-based learning management on Inclusive Kindergarten in Mawaddah Kindergarten Central Banjarmasin District and Pembina State Kindergarten East Banjarmasin District can be optimized as follows: (1) school principals should continue monitoring and evaluating the learning activities planning, organizing, and implementation; (2) the teaching staff can facilitate the learning process by improving their performance and competence in pedagogic, personality, professional and social aspects; (3) the school residents should participate in all learning management activities which must be maintained for optimization and efficiency; and (5) other studies can further explore educational issues, specifically on learning management to improve the education quality on other institutions, and cases in different conditions.

### Acknowledgment

The authors would like to thank those who supported the completion of this study, including the principal and teachers of Mawaddah Kindergarten and Pembina State Kindergarten of East Banjarmasin, University of Lambung Mangkurat, and the Banjarmasin City Education Office that provided opportunities and recommended conducting study and assistance in

obtaining data for the completion of this journal article.

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