

## Approach in Early Childhood Education

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### Abstract

*This research was conducted to describe the three types of approaches in early childhood education in order to increase knowledge and make it easier to choose the type of approach to be used with children. This research fully uses the type of literature review research or literature study which is based on relevant theories, such as books, journals, articles, and other research that is still being reviewed. Therefore the author takes the journal as a reference so that it can be accounted for. The approaches that will be discussed are the Montessori approach, the high/scope approach, and the Beyond Centers and Circle Time (BCCT) approach. The Montessori approach emphasizes the importance of free and loving environmental conditions for the development of a child's innate potential. The high/scope approach is a type of approach that involves children actively interacting with their surroundings in order to increase their knowledge. Beyond Centers and Circle Time (BCCT) is an approach that places more emphasis on focusing and exploring the child's environment in increasing knowledge.*

**Keywords:** Approach, Early Childhood Education

### Introduction

Educators are the initial milestones in education because they are the movers, drivers and implementers of learning activities, students will emulate many of the figure of a teacher. At school children will use their teachers as motivators and substitutes for their parents. This is where educators must be able to position themselves as figures that children make examples and role models for the future for a child. They will see and imitate what someone who is close to them, especially teachers at school, so educators are expected to be individuals who reflect good behavior in front of children in order to make them become educated individuals. Providing good examples to students is the duty of an educator both at school and outside school where the educator will always be a figure who is observed for his behavior. Teachers as learning resources are the main key to the success of students as learners. The role of the teacher is very important because it is closely related to the mastery of learning material or curriculum in general. Whatever students ask about learning material, teachers must have the confidence to answer it so that students can get adequate information.

With the right strategy in learning, it will make it easier for an educator to convey learning material to his students. Before carrying out learning in early childhood, as educators, it is better to know in advance the types of approaches in early childhood education. Knowing the types of approaches that exist in early childhood education can make it easier for children to understand and understand the knowledge conveyed and educational goals will be achieved as planned. With the right strategy in learning, it will make it easier for an educator to deliver learning material to his students. Before doing learning in early childhood, you should as an educator must first know the types of approaches in early childhood education. By knowing the types of approaches that exist in early childhood education can make it easy for children to understand and understand the knowledge conveyed and educational goals will be achieved as planned.

There are several types of approaches that can be used in early childhood education, namely the Montessori approach, the high/scope approach, and the Beyond Centers and Circle Time (BCCT) approach. However, the main key to early childhood learning lies in the learning system which includes the process and objectives of implementing education. To explain the three approaches in early childhood education to make it easier for educators to determine what approach to use in the learning process to achieve educational goals.

## **Methods**

This research uses a type of qualitative research using or literature study is an activity that is required in a research, research method of literature review or literature study, which contains theories that are relevant to the problems in the research taken by the researcher. Literature review, especially academic research whose main purpose is to develop theoretical aspects and practical aspects. This research is entirely based on literature review or literature study. Therefore, the nature of the research is library research. The data collected and analyzed all come from literature and other documentation materials, such as writings in books, research journals, and other media that are relevant and still being studied. The stages in conducting this research are first determining the theme or discussion to be discussed, then finding and collecting relevant sources, then reviewing and analyzing various materials from sources that have been found, choosing references to be used, then the last is poured into this journal

## **Findings dan Discussion**

Here are some types of approaches that can be used by an educator in the learning process to students, namely: Pendekatan Montessori. The Montessori view of children emphasizes the importance of a free and loving environment to develop a child's innate potential. According to him, a phase at the beginning of a child's life will greatly affect the later phases of life, meaning that the experiences experienced by a child at the beginning of life greatly affect his maturity later as well as the treatment that children get since childhood will greatly affect the development of further children.

The Montessori view of children can be understood through its concepts:

- a. Children construct their own mental development (Child's Selfconstruction)
- b. Sensitive times
- c. Absorbent soul
- d. Laws of development

Montessori argues that education is simply a help given to children during their development. Obviously, the most important thing in the effort to educate is not the educator or teacher, the protégé who has his own nature. The nature of children is different from the nature of adults. Children have their own traits and talents. The nature of children is different from one another, they also have different developments. That is the role in education, not a teacher or teaching material or method but a student. The base and direction of education and teaching must be the students themselves. Related to this, the child must be able to develop freely. In accordance with J. Locke, Montessori concluded that everything contained in the child's psyche enters through the child's senses. The basics of the Montessori method can be abbreviated as follows. Related to this, the child must be able to develop freely. In accordance with J. Locke, Montessori concluded that everything contained in the child's psyche enters through the child's senses. The basics of the Montessori method can be abbreviated as follows:

a. All education is self-education

The basis, purpose, guidance in education is the child, with his character and ability and nature (pedocentric). All efforts must be generated from within the child.

b. Students must get freedom in developing themselves

c. All five senses of children must have the opportunity to develop at their best. Based on careful observation of the behavior of his students, Montessori concluded that in the child's body basically stored an extraordinary spirit of learning.

According to Montessori, the behavior of children who seem to only run around, touch, hold, observe, even damage objects that interest them, is actually their learning style that becomes cii distinctive. In addition, according to Montessori, children get satisfaction in the process of searching if they are given the freedom to choose their own activities and do things on their own, hel-me- to-do-it-my-self, so let children do it themselves. Montessori states that the curriculum should be based on a genuine educational science, involving information from the medical sciences of anthropology and clinical observation of children. Montessori designed its basic curriculum to be used appropriately and effectively, in a structured environment. Children in this environment are free to explore and choose the materials that will be used in their activities. In the prepared environment, the materials and activities of the curriculum are those related to daily living skills; training in the senses, language and mathematics; general physical, social and cultural development.

### **Hight/Scope Approach**

The high/scope approach is based on Piaget's theory of cognitive development. The High/Scope model enables children to have a variety of skills, including problem-solving, interpersonal, and communication that are essential for success in a rapidly changing society. Teachers create a learning context in the High/Scope approach by implementing five important elements, namely:

- a. Active learning process. The idea that children are the source of their learning is central to the High/Scope curriculum. Teachers help children learn actively by providing many materials, making plans, reviewing activities with children, interacting and observing children individually, and guiding large and small groups to carry out active learning activities.
- b. Classroom Arrangement. The classroom setting allows children to be personally engaged, for a meaningful learning experience.
- c. Daily Schedule. The daily schedule takes into account the child's developmental level, provides 60-70 minutes for the plan-do-review process, provides area content, is as consistent throughout the day as possible and minimizes the number of transitions. Daily Schedule. The daily schedule takes into account the child's developmental level, provides 60-70 minutes for the plan-do-review process, provides area content, is as consistent throughout the day as possible and minimizes the number of transitions.
- d. Assessment. Teachers keep an eye out for significant behaviors, changes, speech, and things that can help better understand how children think and learn. Teachers use 2 mechanisms to collect data: key experience records and portfolios. In addition, teachers use child observation records (COR) to identify and record children's progress in key areas of teaching and behavior.
- e. The High/Scope curriculum comes from 2 sources: children's interests and key experiences, which are lists of observable learning behaviors.

High/Scope is one type of learning through the activie learning concept approach, which involves children to actively interact with the surrounding environment. Children are given the freedom to choose activities they like, these activities build stimulation of children's knowledge. In Hight Scope develop a curriculum that involves children as learners and active planning. The teacher acts as a facilitator and guides in preparing classes and materials that will be used by children in planning activities, activities, repeating activities and adding experiences. The

high/scope curriculum helps preschoolers become more free and independent, responsible and confident learners. In high/scope learning children are actively involved in learning through the use of various existing game tools, people involved in learning and ideas that arise are expected children will gain a certain amount of knowledge that is beneficial for development

### **Approach Beyond Centers and Circle Time**

BCCT, which translates into the Central and Current Circle Approach, is an approach in the implementation of early childhood education developed based on the results of theoretical studies and empirical experience. BCCT is an approach to learning that emphasizes children's concentration and environmental exploration. BCCT, which translates into the Central and Current Circle Approach, is an approach in the implementation of early childhood education developed based on the results of theoretical studies and empirical experience. BCCT is an approach to learning that emphasizes children's concentration and environmental exploration. The footing given before and after the child plays is done in a circular sitting setting so it is known as the 'circle moment'. There are several basic notions in the approach of the center of play and the moment of the circle, including the footing, the center of play and the moment of the circle.

A foothold is a changing support adapted to the development that the child achieves as a basis for achieving higher development. A play center is a children's play zone or area equipped with a set of plays that serves as a foothold to support children's development. Circle time is when the educator sits with the children in a circular position to give the child a foothold on what to do before and after play. The BCCT model or this center has a learning process centered on the main center and when in a circle. Shortly before the child plays, the child by the teacher is classical in a circular shape around the teacher. It can be done by sitting on a mat or sitting on a chair. It is in this circle position that the teacher conducts preliminary learning activities. Learning is opened with greetings, absences, asking how children are doing, praying, conveying learning themes and learning objectives. This activity is done in a fun way because it is interspersed with songs, dance movements or gymnastics, claps and others. Activities in circles are also carried out at the closing of learning, where teachers recall, motivate, reinforce and pray. In addition to learning in circles, the substance of BCCT is when the child is in the play area. In the play area, the center must meet 3 types of play that can accommodate all child development. The three play groups are sensorimotor or functional play, role play, and development play.

In the process of implementing BCCT learning, four types of footings are used to support child development, including

- a. The foothold of the play environment. In simple terms, environmental footing is the activity of teachers preparing conditions, places, equipment, administration and others before playing games at the center.
- b. Foothold before playing. Stepping activities before playing can also be referred to as opening activities.
- c. Foothold during play. Footing activities during play are the core activities of learning.
- d. Foothold after playing. Footing after playing is an activity carried out by teachers and children shortly when they finish playing.

### **Conclusion**

Early childhood education approaches have several types, namely the Montessori approach, the high/scope approach, and the Beyond Centers and Circle Time (BCCT) approach. From the three types of approaches described above, conclusions can be drawn. First, the Montessori approach

emphasizes the importance of a free and loving environment to develop children's innate potential. Second, the high/scope approach is a type of approach that involves children to actively interact with the surrounding environment in order to increase knowledge. And the third, namely Beyond Centers and Circle Time (BCCT) is an approach that emphasizes more on concentrating and exploring the child's environment in increasing knowledge.

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