

Implementation of Guidance and Counseling Services for Early Childhood in KB As-Sholihin

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Abstract: In carrying out Early Childhood Education, it is necessary to provide guidance and counseling services as an effort to shape behavior in the process of adapting children to a social environment so that they can develop their potential and interests. The aim of this research is to find out empirical evidence regarding the implementation of Guidance and Counseling services at the As-Sholihin KB. The research method used was descriptive qualitative which was carried out at KB As-Sholihin Purwakarta. The research subjects were students aged 4-5 years and KOBER teachers. The data collection methods used were interviews, observation and documentation. The research results obtained from the implementation of counseling guidance services at the As-Sholihin KB consist of several strategies including: through educational game activities, art activities, role playing activities, group direction and sensory motor activities. The implementation of guidance and counseling services through several of the strategies above shows positive results for early childhood development at As-Sholihin KB.

Kata Kunci:

Anak Usia Dini, Bimbingan, Konseling

Abstrak: Dalam menjalankan Pendidikan Anak Usia Dini perlu adanya layanan bimbingan dan konseling sebagai salah satu upaya pembentukan perilaku dalam proses penyesuaian anak yang berada dalam lingkungan sosial agar dapat mengembangkan potensi serta minat yang dimiliki. Tujuan penelitian ini adalah untuk mengetahui bukti empiris tentang penerapan layanan Bimbingan dan Konseling di KB As-Sholihin. Metode penelitian yang digunakan adalah deskriptif kualitatif yang dilaksanakan di KB As-Sholihin Purwakarta. Subjek penelitian adalah peserta didik usia 4-5 tahun dan guru KOBER. Metode pengumpulan data yang digunakan adalah wawancara, observasi dan dokumentasi. Hasil penelitian yang didapat penerapan layanan bimbingan konseling di KB As-Sholihin ini terdiri dari beberapa strategi diantaranya yaitu : melalui kegiatan permainan edukatif, kegiatan seni, kegiatan bermain peran, pengarahan kelompok serta kegiatan-kegiatan sensori motor. Penerapan layanan bimbingan dan konseling melalui beberapa strategi diatas menunjukkan hasil yang positif untuk perkembangan anak usia dini di KB As-Sholihin.

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INTRODUCTION

Early childhood is a crucial period in human development, where children experience rapid growth in various aspects of life. The guidance and counseling process for early childhood plays a crucial role in helping children overcome challenges and develop their potential optimally. KB As-Sholihin recognizes the importance of guidance and counseling services in supporting early childhood development and has implemented specific strategies to achieve this goal (Novan Ardy Wiyani, 2014).

Many experts have put forward theories of early childhood development, which are approaches to understanding the developmental process of children in



the early stages of their lives. One of them is Bowlby's parent-child bonding theory, developed by John Bowlby and related to the formation of emotional bonds between children and their parents or caregivers. Bowlby proposed bahwa anak usia dini perlu mengembangkan ikatan yang aman dengan orang tua untuk mendukung perkembangan sosial dan emosional mereka (Hafo, 2020)

Understanding early childhood development theory will help us support their development in an appropriate and effective manner. In addition to understanding child development theory, we also need to understand the principles and effective approaches to providing guidance and counseling to children. Because these two aspects cannot be separated, they are automatically integrated when we teach in Early Childhood Education.

When providing guidance and counseling to children, there are several effective principles and approaches to consider. Here are some of these principles and approaches:

1. Engagement and Empathy: It is important for a counselor to actively and empathetically engage with the child. Building a positive and trusting relationship is key to effective counseling. Counselors need to listen attentively, understand the child's perspective, and demonstrate empathy for their feelings and experiences.
2. Play Approach: Children tend to learn and communicate through play. A play approach to counseling allows children to express themselves in a natural and enjoyable way. This includes the use of games, drawings, puppets, or other creative activities that can help children express and explore their feelings and understanding (Izzaty et al., 2017).
3. Parental Involvement: Collaboration with a child's parents or guardians is an essential part of child counseling. Involving parents in the counseling process helps gain a more complete understanding of the child's needs and development and helps reinforce positive changes in the child's daily environment.
4. Diversity and Equity: Counseling should be conducted in an inclusive manner and respect the individual diversity of children. Each child has unique needs and experiences, and counselors need to respect and acknowledge these differences. A fair and non-discriminatory approach should be implemented to ensure that every child benefits from counseling.
5. Skills Development: Counseling can also provide children with useful skills to overcome challenges and develop their potential. This involves helping children

understand and manage their emotions, improve social skills, build self-confidence, and develop problem-solving strategies.

6. Cultural and Contextual Understanding: It is important for counselors to understand the cultural and social context in which children live. Cultural factors, norms, and values can influence children's perceptions and experiences. Counselors need to respect and integrate this understanding into their counseling.

7. Confidentiality and Ethics: The principles of confidentiality and ethics must be upheld in counseling children. Personal information and conversations between the counselor and the child must be kept confidential, unless there is an indication of danger or the need to involve other parties for the child's safety.

These approaches and principles can help create a safe, supportive, and effective counseling environment for children. It is important for counselors or teachers to adapt to the individual needs and characteristics of children and to consider the context that influences their lives. The guidance and counseling process for early childhood plays a crucial role in helping them face various challenges and develop their full potential. Through guidance and counseling services, children are supported in understanding and managing their emotions, building social skills, increasing independence, overcoming difficulties, and developing self-confidence. These services also focus on optimizing the learning process and preparing children for the transition to the next level of education. KB As-Sholihin, as an educational institution that recognizes the importance of early childhood development, has implemented specific strategies in its guidance and counseling services. These strategies are designed to suit the needs and characteristics of young children. Some strategies that may be implemented include role-playing, educational games, art activities, group guidance, and activities that stimulate cognitive and motor development. The guidance and counseling services provided are expected to provide a strong foundation for children's current and future development. (Hernawati et al., 2012)

METHOD

The method used in this study is a qualitative method. Data collection techniques were conducted through literature review using a descriptive approach. This study utilized secondary data related to the topic under discussion. Qualitative methods can delve deeper into the formulated problems. The primary

objective of qualitative methods is to understand and comprehend the symptoms, facts, and events experienced by humans (Dr. J.R. Raco, M.E., 2010).

The data collection methods used in this study included participant observation, interviews, and document analysis related to the guidance and counseling program at KB As-Sholihin.

1. Participatory observation: Researchers conducted direct observations within the KB As-Sholihin environment, where they were actively involved in guidance and counseling activities integrated into the learning activities conducted by teachers. This allowed researchers to gain a better understanding of the interactions between teachers, who act as counselors, and children, as well as the strategies implemented in guidance and counseling services (Zainal Arifin, 2012).

2. Interviews: Researchers conducted interviews with teachers and the principal involved in guidance and counseling services at KB As-Sholihin. These in-depth interviews aimed to gain participants' perspectives and experiences regarding the implementation of guidance and counseling services. The interviews also allowed researchers to explore participants' views on the effectiveness of the strategies implemented and the benefits perceived by the children (Sukardi, 2011).

3. Document analysis: Researchers analyzed documents related to the guidance and counseling program at KB As-Sholihin, such as program guidelines, policies, and activity records. This document analysis helped researchers obtain additional information about the strategies implemented, program objectives, and the role of counselors in supporting early childhood development (Emzir, 2008).

RESULTS AND DISCUSSION

The research results indicate that KB As-Sholihin is an institution that recognizes the importance of early childhood development. KB As-Sholihin implements several strategies in providing guidance and counseling services to students. These strategies are designed to suit the needs and characteristics of early childhood. Some possible strategies include educational games, role-playing, art activities, group guidance, and activities that stimulate cognitive and motor development. These strategies have been shown to produce positive behaviors that contribute to child development, as evidenced by a sense of security and comfort between students and teachers providing guidance and counseling.

Through the educational game strategy used in KB As-Sholihin, children can actively participate in playing with their friends, such as when a child with social anxiety disorder sees the fun toys being used, he becomes interested in playing with other friends. Examples of educational games used are Lego, blocks, and others. For the role-playing strategy, children are provided with various props such as mini stethoscopes, hand puppets, and others to use in role-playing activities. This activity will provide opportunities for children to express themselves, develop their imagination, and understand the roles in everyday life, especially for children who have difficulty expressing themselves and conveying what they feel. This activity will greatly help the child's development.

Motor skills are also developed through various games, including sensory playmates, dancing, and other activities. These sensory motor activities can help children develop their fine and gross muscles, ensuring they develop appropriately for their age. Through sensory motor activities, children can flex their fingers, improving their writing and fine motor skills. Group guidance can help children interact with each other, learn to work together, and develop social skills such as sharing food with friends who don't bring lunch and sharing with teachers, listening to others when they need to talk, respecting others' opinions, and expressing themselves.

Art activities allow students to hone their creativity, express themselves creatively, develop fine motor skills, and enhance their understanding of art and emotional expression. Art activities at As-Sholihin Kindergarten include making craft bees from egg trays. Children are provided with egg trays and food coloring. They are instructed to color the egg trays yellow and black, then glue the bee shapes onto origami paper. Such activities are very enjoyable for children. They are invited to explore the various types of dyes that can be used and there are also many other developmental aspects that can be developed through these activities.

In addition to the activities mentioned above, guidance and counseling services at KB As-Sholihin have also been shown to help students overcome emotional challenges. Students experiencing stress, anxiety, or other emotional difficulties receive support from their

counselors, enabling them to identify and manage their emotions in a healthy and effective manner.

Guidance and counseling services also play a crucial role in developing children's social skills. Through interactions with counselors and within a group context, children learn to communicate, share, cooperate, and build positive relationships with others. This helps them develop the social skills essential for interacting effectively in social settings. In addition to its impact on emotional and social well-being, guidance and counseling services at KB As-Sholihin also increase children's motivation to learn.

By providing support and positive reinforcement, counselors can help children develop an interest and intrinsic motivation in learning. This can positively impact their academic achievement and help build a strong foundation for further education. Overall, research findings indicate that the guidance and counseling services implemented at KB As-Sholihin effective in supporting early childhood development. The strategies used help build positive relationships between teachers and children, as well as help children overcome emotional problems, develop social skills, and increase motivation to learn.

The following are the results of interviews conducted at KB As-Sholihin with several participants regarding research findings on the implementation of guidance and counseling services for early childhood:

1. Teachers:

The teachers interviewed observed positive changes in children after receiving guidance and counseling services. They saw improvements in children's abilities to regulate emotions, interact with peers, and express themselves through art. Teachers experienced increased motivation to learn in class after implementing guidance and counseling strategies. They stated that children became more enthusiastic and actively engaged in the learning process.

2. Principal:

The principal interviewed stated that at the beginning of the school year, several children had difficulty managing their emotions. After further investigation, it was discovered that some of these cases were caused by home environmental factors. The children were exposed to violence from

their parents at home, which subsequently led to them having difficulty controlling their emotions at school. By assessing the students' conditions and the institution's potential, the principal and teachers sought appropriate solutions to address these children's issues. Several guidance and counseling service strategies were established to address these issues, including educational games, art activities, role-playing, group guidance, and sensory-motor games. These strategies proved effective in helping children develop social skills, address emotional issues, and increase their motivation to learn.

Overall, the results of these interviews reflect that the implementation of guidance and counseling services at KB As-Sholihin has a positive impact on various aspects of child development. Students' issues are addressed in a healthy manner and provide training for students to do the same. The strategies used in these services successfully help children overcome emotional problems, develop social skills, and increase learning motivation. The principal, teachers, and parents acknowledged the benefits experienced by students after participating in guidance and counseling services at KB As-Sholihin.

CONCLUSION

Guidance and counseling services are efforts or methods used to help children understand themselves, their abilities, characteristics, habits, and interests, help children develop their potential, overcome difficulties they face, and prepare them mentally and socially for entry into the next level of education. Based on the research findings, the implementation of guidance and counseling services at KB As-Sholihin consists of several strategies, including educational games, art activities, role-playing, group guidance, and sensory-motor activities. The implementation of guidance and counseling services through the strategies mentioned above has shown positive results for early childhood development at KB As-Sholihin. Teachers and parents play a crucial role in implementing these guidance and counseling activities. Both parties must build positive relationships and align early childhood education goals to create a healthy and effective guidance and counseling program.

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