



## Learning Assistance Services in Development Early Children in Play Group

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DOI: <http://dx.doi.org/10.15294/ijeces.v9i2.40990>

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### History Article

Submitted 21 September 2020

Revised 11 October 2020

Accepted 4 November 2020

### Keywords

service; tutoring; early  
childhood development

### Abstract

Tutoring services are a form of assistance provided to individuals to overcome problems in learning activities so that after going through the change process in learning they can achieve optimal learning outcomes. Tutoring for students is more focused on improving learning achievement and aspects of child development. The learning achievement and development of this child are programmed by the Play Group and the Early Childhood Education unit. The program is implemented to support the guidance of early detection learning services for growth and development, the formation of Islamic habit, art classes, and reading aloud. The research objective was to see the tutoring process in child development in the Wadas Kelir South Purwokerto Study Group. Therefore, the implementation of tutoring that has positive learning attitudes and habits, such as reading books, learning the discipline of many things, having attention to all lessons, and actively participating in all learning activities programmed in KB Wadas Kelir, South Purwokerto. The research used a qualitative descriptive research method. The research subjects included the principal, class teachers (stars, moon, sun), parents, and children of KB Wadas Kelir South Purwokerto. The object of research is the role of tutoring services in child development at KB Wadas Kelir South Purwokerto. The data method used is observation, interview, documentation. The technical analysis used is data reduction, data presentation, and conclusion. The results describe learning services in the aspects of child development carried out in the Wadas Kelir South Purwokerto Learning Group, Banyumas Regency.

### How to Cite

Hafidz, N., & Prima, E. (2020). Learning Assistance Services in Development Early Children in Play Group *Indonesian Journal of Early Childhood Education Studies*, 9(2), 116-123.

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## INTRODUCTION

Tutoring is guidance provided by experts (counselors) to assist individuals in dealing with and solving problems related to learning (Yusuf 2005). Tutoring for students is more focused on efforts to improve learning achievement. Increasing the learning achievement of students, it is necessary to have cooperation between school counselors and teachers. The main task of the counselor at school is to provide tutoring services to improve student achievement. So far, it has not been identified how to implement tutoring services. This is indicated by the emergence of learning problems experienced by elementary school students. For example, low learning achievement, lazy to go to school, disturbing friends during the learning process, and so on.

The Indonesian Guidance and Counseling Association (ABKIN 2008) states that the need for guidance services in Kindergarten / KB / RA / PAUD has its own goals and expectations which are with the goals and expectations at the primary and secondary school levels. Therefore, in order for counselors to play an effective and productive role in achieving the goals of guidance and counseling at the preschool level, ABKIN proposes that a visiting counselor be appointed, whose function is to help teachers realize the goals of guidance and counseling in kindergarten / KB / RA / PAUD and overcoming disruptive behavior as needed, one of which is the direct behavioral consultation approach.

In the early childhood phase, it is the development phase of vulnerable children aged 0-6 years who must get the needs of the child's development aspects. namely, studying religion and morals, learning physical motor skills, learning languages and arts, learning to think, learning social and controlling emotions in children. The program in tutoring services is carried out at the Early Childhood Education (PAUD) institution which is intended to assist children to find themselves, get to know the environment, and plan for the future. The existence of tutoring in PAUD supports children's interpersonal and intrapersonal development. Through the role of tutoring services, children in the school environment can have various abilities for their development. Seeing things like that, eventually, many people believe that early childhood growth and development through the stages of non-formal education such as the National Education System Law No. 20 of 2003 article 28 paragraph 4 contains non-formal education pathways in the form of playgroups (KB) or other equivalent forms. KB

is an early childhood education unit that provides education for children under five years of age.

In the aspect of guidance services, according to (Shertzer and Stone, 1981; 42) there are six aspects in the implementation of tutoring services at Wadas Kelir Playgroup, namely: First, student understanding services (data collection). This guidance service is oriented towards assisting individuals or groups so that they are usually independent, which is carried out through talks, interactions, advice, ideas or directions and care that takes into account the prevailing norms so that they can be independent. Second, information services, to provide information services needed by children, parents and teachers in the form of online communication through the WhatsApp Group. Third, placement services, which aim to help place children in groups and activities that suit their talents and interests. Providing placement services in the form of extracurricular activities, children get talent interest activities. Such as: dance, gymnastics, pantomime, drawing, and coloring.

Fourth, educator services (problem solving), are the core of guidance services. This can mean that the educator or teacher is a special technique that determines the course of the educator process. In general, it is divided into two phases, namely (1) the phase of forming relationships; and (2) the positive action phase. Wadas Kelir parenting services for teachers to program family planning. Parenting activities are carried out once a month for evaluation of child development with parents and class teachers. Then there are Home Visit activities, cooking days, Family days, and health checks, in which the Home Visit is carried out 1 month 1 time with turns, cooking day is carried out 2 months once, family day is carried out once a semester, and health checks are carried out for 2 months. -3 times.

Fifth, referral services, problems or difficulties faced by children that cannot be solved by the supervisor can be transferred to a more skilled party, but will remain in touch with the previous guidance. Sixth, evaluation and follow-up services. The role of tutoring services is the service provided by the counselor in the form of assistance or assistance and direction to individuals or groups of individuals in avoiding or overcoming difficulties in their lives.

Thus, the aim of the researcher is in the role of tutoring services, namely; first, looking for an efficient and effective way of learning for students; second, showing appropriate learning methods and ways and functions of using books or learning media; third, providing information

in the form of suggestions and instructions for those who use the library; fourth, make school assignments and prepare themselves for tests and assessments of students; fifth, choosing fields according to their talents, interests, intelligence, ideals, and physical or health conditions; sixth, determine the distribution of time and planning a study schedule.

These five points are the purpose of the role of tutoring services for optimal aspects of early childhood development. Also, tutoring in early childhood, which is the subject of discussion is to explain the various service roles that are usually used for guidance in the field of Early Childhood (AUD).

## METHOD

This research is descriptive, so to analyze the data will be used data analysis which is not in the form of numbers but data in the form of explanations. This method is used to present and analyze data and provide conclusions following the facts that occur at the research location. The analytical model from Miles and Huberman suggests that activities in qualitative data analysis are carried out interactively and continue to completion, so that the data is saturated. The steps of data analysis in this study are data reduction (reduction drawing), data presentation (data display), and data verification (consultation drawing) (Sugiono, 1984; 337). This method the researchers use to obtain data about direct activities in the field, this study focuses on how the Role of Tutoring Services in Child Development in KB Wadas Kelir, South Purwokerto. While the object of this research is tutoring services in early childhood development at KB Wadas Kelir South Purwokerto. In collecting data, researchers used three methods, namely; observation, interview and documentation. Then the data is obtained then perform data analysis using three techniques, namely; data reduction, data presentation and concluding. This research also uses data validity checking techniques with triangulation techniques or methods.

## RESULTS AND DISCUSSION

Etymologically, the word 'service' is defined as the process of assisting all counselees through the preparation of structured classical experiences or groups that are systematically designed and implemented to develop effective self-adjustment abilities according to developmental stages and tasks (Putro, 2016). Meanwhile,

guidance is from the English word, 'guidance'. The term 'guidance' from the root word 'guide' means: first, to direct. Second, Guide (to pilot). Third, manage (to manage). Fourth, to steer (to steer). These four have the meaning "to show, guide, guide or help" following the term, so generally guidance can be interpreted as something help or demand.

Meanwhile, I Jumhur and Moh. Surya (1981; 5) states that guidance is a process of giving continuously and systematically to individuals in solving their life problems, to achieve the ability to understand themselves, the ability to accept themselves, the ability to direct themselves, and the ability to realize themselves, and the ability to achieve adaptation to the environment, both family, school and community. Here, the process of developing potential, talents, interests, and abilities can be optimized in the design of guidance to solve the problem itself.

The form of tutoring services provided to students is all information that supports their activities in terms of learning starting from the introduction of schools, recognition of talents and abilities in learning to learning difficulties that will be faced later. From the form of guidance services in the tutoring program above according to the excellence program in the aspects of early childhood development at KB Wadas Kelir, South Purwokerto. The advantages program are:

Orientation Services at KB Wadas Kelir. Tutoring services that help students understand new environments, such as the educational unit environment for new students, and objects that need to be studied, to adapt and facilitate and facilitate roles in the new environment effectively and with character. Rifda El Fiah (2007) said that service orientation is based on ability; self-disclosure, recognition, and acceptance. New students in the Wadas Kelir family planning environment need a transition period, because on average the first days are still awaited by their parents. KB teacher Wadas Kelir must be able to get to know the new atmosphere of the school which is more fun for children than in their own homes. Children will be invited to introduce friends, teacher teachers, a place to study, and an introduction to the school environment. The orientation is by providing special assistance to students who have difficulties without ignoring other students during the learning process, for example when students are working on assignments directed by the teacher but some students have difficulties, the teacher immediately helps him.

Information Services at KB Wadas Kelir. This service understands various personal, so-

cial, study, career/position information, and further education in a directed, objective, and wise manner. To find out students in their growth and development, the Wadas Kelir Purwokerto Selatan KB Institute has a social media information service as data to be obtained in the form of WhatsApp Group, Instagram, Facebook, WEB, and YouTube. On social media pages, many writings, videos, photos of activities are uploaded directly. So that the document can be seen in the public, and the public will judge and view it. In managing information services at KB Wadas Kelir more intensively every day KB teacher Wadas Kelir uploads activities on Instagram and Facebook. Especially when you get a moment of big activity, you regularly upload 1 to 3 posts a day. The public will assess and receive information. The impact is that there are many impressions and messages related to activities at KB Wadas Kelir. Many people who want to visit, especially to the Ministry of Education and Culture, are very interested in activities at Wadas Kelir KB.

Accuracy and Channeling Services. Namely, the family planning teacher service Wadas Kelir who helps students obtain appropriate placement and distribution in the classroom, playgroups, and extracurricular activities, such as morning literacy activities, art classes that add time to noon, directed, objectively, wisely, and educationally.

Meanwhile, tutoring services on correctness and distribution through Read Aloud and art classes are methods of excellence in KB Wadas Kelir, South Purwokerto.

The Read Aloud method is a method that teaches reading the most effective way for children because in this way we can condition the child's brain to associate reading as a fun activity. Creating knowledge that becomes the basis for children, building a collection of words or vocabulary, and providing a good way of reading. Read load can be done anywhere and anytime. Can be at home when going to bed, along the way, waiting for the doctor's queue. According to Jim Trelease (2017) in the book, *Read Aloud* says, 'Maybe we have abundant wealth deposits. Chests of jewelry and gold purses. However, you can never be richer than me. I have a mother who brought me the book'. The sentence makes KB teacher Wadas Kelir continue to do a reading culture every day. Children will have a wonderful experience from reading read by parents. The benefits of Read Aloud can build literacy skills through sound recognition, intonation, the ability to hear, speak, read, and write. Read load also helps children increase their vocabulary.

The closeness of parents to children can also be achieved because children are used to the voices of their parents when reading stories, and there is also closeness to books. Parents who read stories to their children also immediately become examples of reading for their children. The response of parents to the tutoring service through Read Aloud is the response is very good and very supportive, parents who are not used to reading books, fairy tales, or stories often read and have a sense of responsibility, it turns out that my child has a Reading Corner activity, parents have responsibility answer to reading books or telling books for children, parents to tell their children to get closer to their children.

Art Class is a tutoring activity to build children's creativity in creating and producing high-value art with a unique process. The art class is divided into 2 classes, namely pantomime and storytelling art classes. The art of storytelling and pantomime art for children is carried out in art classes every Wednesday at 09.30-10.30 WIB. For pantomime art planning it is oriented towards how children imagine a daily activity in the form of non-verbal communication through gestures and facial expressions. Kak Khotibul Iman as the pantomime trainer at KB Wadas Kelir.

Art activities are synonymous with telling a story through unique and creative techniques that contain an educational value. Kak Alfian as the fairy tale coach at Wadas Kelir KB. The storytelling technique in Wadas Kelir KB is the teacher's communication with children about children's experiences. Second, variations in sound. Variations of voice are done so that the child likes the sounds that appear. Coupled with facial expressions that describe the character. Third, use props. The impact of art classes on children's development is that children will feel confident, their physical motor system will develop, have high enthusiasm, children often appear in front of guests when there are visits from out of town, and parents feel proud of their children that they go to school. KB Wadas Kelir can serve to learn creatively and brilliantly.

Service evaluation (self-evaluation). Bloom (1981) in Muri Yusuf (1998) states that evaluation is a systematic process to find out evidence in determining student mastery ratings or changes in behavior as a result of learning or it can be said that evaluation is an estimate of the growth and progress of students towards goals or values. -the value and progress of students towards the goals or values that have been set in the curriculum (Rifda El Fiah, 2007; 303). Educators have been able to evaluate tutoring services, namely deve-

loping an evaluation system for tutoring services that emphasizes self-evaluation. It can be proven when the KB teacher Wadas Kelir conducts an assessment or achievement evaluation using an assessment, which will later show indicators of whether or not the child's development competence is achieved which will later be conveyed to the parents when the POMG (Parent and Teacher Meeting) activities are held every week and become separate evaluation material for classroom teachers in the implementation of learning.

**Excellence Program Services. Excellent program that has been running until now. The excellence program is as follows.**

**Early Detection of Child Development.** Namely, service activities or examinations to find early growth irregularities in children and pre-school children. By finding irregularities or problems with child development early, the intervention will be easier to do. Early detection programs in child growth using standard tools (standard). The early detection techniques for children's physical growth include aspects of physical growth measurement, namely body weight, head circumference, skin folds, upper arm circles, arm length, body proportion, and leg length.

KB teacher Wadas Kelir has been able to implement early detection of child development. Service activities or examinations to find early growth and development deviations in children and pre-school children. It can be proven that on December 2, 2019, KB Wadas Kelir had a special guest from Pukesmas South Purwokerto to check the health of the Wadas Kelir family planning children. This is the researcher with Mother Dian Sri Wahyu Lestari, S, TP. as the Principal of KB Wadas Kelir. This is following the opinion of Ernawulan Syaodih and Mubiar Agustin (2008) explaining that one of the special objectives of guidance services in family planning is to assist parents with information to prevent children's health problems.

**Islamic Habit Forming.** Namely, the habituation of Islam in Wadas Kelir KB is carried out every morning or embedded in learning religious centers or centers of worship, such as memorizing short letters, Asmaul Husna, short prayers, prayer practices, ablution practices, tayammum, call to prayer. short hadith. This is included in morning literacy activities from 07.45 to 08.00 WIB.

Memorizing Juz Amma, short hadiths, and short prayers of KB Wadas Kelir starting in the morning every Friday after the reading activity and borrowing books in the reading corner. Then the children sat in a circle, the teacher gave

directions by saying a short letter from the letter An-Nas to Al-Ikhlâs. Children will imitate the reading. After the teacher has delivered the letter several times, the children will be tested. Some children can memorize the An-Nas letter to the At-Takasur letter. It's for 15 minutes. For hadiths and memorization, short prayers are usually carried out when the children want to go home. Any short hadiths that are applied, such as, don't be angry, don't eat while standing, don't drink while standing, eat with your right hand, and so on. Then, for memorizing short prayers that are applied in Wadas Kelir KB, such as prayers for parents, prayers for going to school, prayers for going home from school, prayers going to the toilet, prayers for learning, and so on.

**Kidz Backpacker.** Namely, the activity of getting used to literacy in the morning from 07.00-8.00 WIB, children come with bags given to them by the school. Then, the child takes the books from the reading corner. Then, the children came home with a bag filled with storybooks. Then at home, the parents read it, in the morning the children brought the books that the parents had read. After the books are taken by the children, the children will be resoling or repeated with the teacher who is in charge of KB Wadas Kelir. This is where the child must understand what his mother said about the reading at home. Then the KB teacher Wadas Kelir wrote down the titles of the books to be borrowed.

**Learning Assistance Service,** mentoring for students and parents. Learning assistance does not have to be done every day but follows the curriculum design in KB Wadas Kelir. As for the activities that have been carried out, among others.

**Cooking Day.** Exciting cooking activities for students. Cooking days are carried out in one semester, carried out 2 to 4 times the time is not determined, in this activity usually adjusts the theme. The cooking day will be held in the morning from 08.00 to 10.00 WIB. The purpose of the cooking day activity is that children can work together, build communication among friends, and think creatively.

**Family Day.** Performed once a year on a large scale. In 2020, he conducted Family Day activities with AIZUMAKI Indonesian Children Like to Eat Fish. Then the previous year there was a National Reading Day. Family Day activities that involve schools with children and parents, such as Gathering, competitions that will be rewarded later. The following is an article written from the work of Mother Cesilia Prawening as a KB teacher in Wadas Kelir South Purwokerto.

**Role Play.** Role-playing activities or student simulations. Roleplay activities to develop social behavior. This means that the role play in Wadas Kelir KB makes social development in childhood take place through relationships between friends in various forms of play. The activities are quite simple, children play both outdoors and indoors. KB Wadas Kelir creates a creative and comfortable space. So that children will not be bored while learning and playing at Wadas Kelir KB.

**Medical check-up.** Child health examination guidance service activities from pukesmas health workers. Types of examination include growth and development, eye examination, ear-nose-throat (ENT) examination, dental / mouth examination, blood tests, and radiology. A follow-up examination will be carried out if there is a congenital disease or comorbid disease in the child, for example, if it turns out that when the child is examined, the child has a heart defect, the doctor will record the heartbeat. The goal is that at the age of 4-6 years, the child's condition needs to be checked on the child's status so that their growth and development can be maintained properly.

**Parenting,** a parenting style guidance activity to find out information about their students by inviting a child psychologist. Parenting activities at Wadas Kelir KB are carried out one month routinely with a meeting of parents and teachers of the POMG (Parents and Teachers Association). Parents meeting with schools and presenting resource persons for discussion about parenting, usually once a month. The aim is to communicate information about parenting for child development, to establish solidarity well, to evaluate students who have been educating parents.

Parenting activities do not only involve external sources. The materials presented were varied, some conveyed ways to once, make four healthy five perfect meals, play digital literacy, tips on how to read so you don't get bored. All themes are used by Wadas Kelir's guardians. All will take turns delivering at different times. Activities are open at 9.00-10.30 WIB. This is where the learning process is built into the learning assistance service. Not only students who get knowledge, but parents are also involved in the learning process.

**Home Visit,** Activities to visit students' homes. So that children can get to know the environment and know the house of their friends. And when visiting the children, they must follow the rules for visiting. Such as, keeping shoes neat, greeting, and Salim. Then sit down, and start introductions, after that learning activities with

the Teacher at home. After the visit, the children were asked to tidy up the room, and pray, say thank you. The purpose of this home visit activity is (1) to provide a different learning experience, previously studying at school. This time the KB Wadas Kelir children study outside school. (2) Learn from everyone. (3) Children can study at any time. (4) teach children to be good guests, be polite, and maintain attitude.

### **Early Childhood Development Achievements in KB Wadas Kelir**

Development in English is called development. Santrock defines development as a pattern of change that begins at conception and continues throughout life (Masganti Sit, 2017). The Wadas Kelir KB which has a vision of "Islamic, Intelligent, Creative" can be proven by activities that are fun, efficient, and educational for early childhood. To achieve the impact of tutoring services on early childhood development, researchers obtained data in the form of interviews, anecdotal notes, and observations. The records for developmental achievements in children in Wadas Kelir KB in 2019/2020, ages 3-4 years, ages 4-5 years, ages 5-6 years as follows.

#### **Religious and Moral Development**

3-4 years old ability; children can memorize short letters such as Al-fatihah to Al-Lahab, then memorize Asmaul Husna and its meanings with movements before learning, and behave and behave well, such as saying greetings when meeting and being able to answer teachers' greetings.

4-5 years old; the child can know the consequences of bad deeds (he calls it hurting a friend) will get sin. Children can distinguish good and bad deeds. Children can perform ablution movements well. Children can memorize the names and meanings of Asmaul Husna well, as long as they can memorize the hadith meanings and drink while sitting down, pray, and mean both parents. Children behave well when they hear the Teacher.

Then at the age of 5-6 years; know their religion, practice worship, behave honestly, help, polite, respect, sportsmanship. Thus, the potential for religious and moral development in the introduction of program habits can influence religious and moral study habits.

#### **Physical and Motor Development**

Ability at 3-4 years old; children can run, stand, stand on one leg, imitate simple movements during gymnastics. Then the fine motor skills of the child are able to cut paper according

to the pattern, rattle rather large objects, pour water into a large enough container.

At the age of 4-5 years; Children can run, jump with one and two legs, absorb, hang, climb agile. Children can do movements using their fingers properly, such as tearing well. Put the thread into the hole, match it according to the pattern of the picture Children can keep themselves and their environment clean. He always and the environment. He always wash his hands before eating, before doing activities automatically. The child maintains his own safety, as evidenced by he does not follow his friends who play into the streets and do not ask the teacher's permission.

Then at the age of 5-6 years; children can jump, catch objects, throw objects, wringing, scribbling. Thus, the physical and motor development of children has conditioned children from 3-6 years of age to scribbling by moving their bodies to jump, run, and catch and scribble.

### **Cognitive development**

Ability at 3-4 years old; children already understand what the taste of salt, sugar, chilies is, understand the use of objects (spoons, plates, glasses), are able to distinguish objects, say numbers 1-10, recognize letters of the alphabet even though only a few, sort objects from small to large, understand the concept of a lot of a little, know the shape of round, square, and triangle.

4-5 years old; Children quickly understand the instructions given by the teacher when doing activities, besides that Ananda is also able to complete activities. Children can count numbers well 1-10 independently. Children can group images of objects by type (vegetables, fruits, land animals, aquatic animals, winged animals, halal, and unclean animals). The child can understand commands, he showed when he was asked to remember the groceries that the teacher ordered.

Then at the age of 5-6 years; able to solve everyday problems creatively, do repeated experiments, think logically based on the size; less than and at most, recognizing the ABCD-ABCD pattern, symbolic thinking in children at the number symbol stage, matching number symbols with number symbols, recognizing various kinds of vowels and consonants, representing various kinds of objects in the form of pictures or writing. Thus, this stage of cognitive development affects creativity with the existence of art class programs, and creative thinking in learning at school.

### **Language development**

Ability at 3-4 years old; The child has entered the stage of developing a number of grammar,

increasing sentence length, increasingly complex speech and starting to use plural words and tasks, the child's language skills, namely, the child is able and willing to express his wishes, wants to tell stories when asked.

Then, ages 4-5 years; Children have been listening to the words of others (mother tongue or other language), Understanding two commands given simultaneously, Understanding the stories being read, knowing the vocabulary of adjectives (naughty, stingy, kind, brave, good, bad, etc.), Repeating simple sentences, say familiar words, imitate (write down and pronounce the letters AZ).

5-6 years old; Children including very well developed at their age, children can listen to teacher instructions by giving the right response. Other abilities are, a. In terms of literacy, children are able to recognize the letters "A-Z", write their own names, and read simple 2-syllable vocabulary such as clothes, books, cherries, tables, etc. Children are also able to tell the contents of the images they have made. While playing the role he likes to be a big brother who helps take care of his younger siblings, he is able to build good communication. It is hoped that parents will continue to motivate and encourage everything they like, and help remind their literacy skills at home, so that they can get better again.

### **Emotional social development**

Ability at 3-4 years old; urinating on their own (although still under the supervision of the teacher or caregiver), wanting to queue, the child wants to borrow and lend goods or toys (during coloring activities the child wants to lend crayons, while the child wants to share with his friends).

4-5 years old; Children can control their emotions. When she cried, the teacher asked her to calm down after counting 1-10, and she did and went straight to normal following the re-learning activity. Children work well together with friends when tidying up cluttered classrooms, toys, pair projects. Children care about their friend's environment. He will know who is absent that day and he will even reprimand his friends for doing bad things, such as eating and drinking while standing, fighting, and will report to children. Children always want to appear brave to lead their friends.

5-6 years old; Children begin to mingle with other friends and even stand out both among their friends and among male friends. Children are also able to obey the agreements that have been made, and always remind friends who break the agreement such as "Eh, your word contains first!". Children also always clean up food/toys

that have been used. Children always say sorry if they make a mistake, and say help when they need help. He showed his disciplinary spirit in simple activities such as lining up when washing hands, entering classes, and during Mother ceremonies. It is hoped that parents can instill other positive attitudes, through stories from books that are told, or other stories.

### Art development

3-4 years old; children in the development of art he is still developing. Until the end of this semester, he has been able to recognize various kinds of sounds of music, vehicles, animals, and others. In terms of interest, he can develop very well. Children can move their hands to clap their hands according to the rhythm of the song, they can imitate adult activities either directly or through the media, for example, imitating their mother's behavior while cooking. Some things still need guidance when doing gymnastics, he rarely follows or moves but he already wants to clap his hands. To take a coloring and coloring art class is not yet independent. But he has been able to keep up well.

4-5 years old; Children prefer to dance. Furthermore, he was able to follow and even memorize the various movements he exemplified. Children are always proud of their work, even in every activity they always ask if they can take them home and show them to their parents. Children can sing songs according to the beat.

5-6 years old; Children can draw their patterns, this is shown when Mother asks Ananda to draw carrots. Other child developments can be seen in the art of dance, children can adjust movements with the tone/music that is played well. Likewise, in role-playing activities, children can adjust the characters they play. It is hoped that parents will be able to motivate themselves in directing their passion in the field of art to their age and passion so that the art they are interested in focuses on.

With the six aspects of development that are applied in the Play Group Wadas Kelir can

organize and educate tutoring servants. And the impact is from the age of 3-6 years, children are ready to learn to primary education. In this case, parental trust can be built through programs and aspects of child development through tutoring services.

### CONCLUSION

The results of the research that the authors conducted on tutoring services in early childhood development in playgroups, it can be concluded that tutoring services program excellence for child development. The tutoring services that appear in the tutoring service process are orientation services, information services, placement and distribution services, excellence program services, and learning assistance services. There are 5 tutoring services, each of which has an excellence program to optimize early childhood development. This is where children can grow and develop optimally.

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