



Implementation of Guidance and Counseling in Terms of Increasing Social Behavior Capability of Children 3-5 Years in Kindergarten Belia Ikip Veteran Semarang

Dwi Hardiyanti ✉

DOI 10.15294/ijeces.v6i2.20189

IKIP Veteran, Semarang, Indonesia

Article Info

Received September 2017
Accepted October 2017
Published November 2017

Keywords:
Guidance and counseling;
kindergarten

Abstract

The purpose of this study was to prove the extent of services counseling in shaping social behavior in children in Kindergarten Belia IKIP Veteran Semarang. It is hoped this research will provide additional benefits, namely 1) can develop knowledge in particular field / science Counseling, 2) having knowledge to clarify the description of the pattern of guidance and counseling services at the kindergarten level, 3) clarify description of levels of ability and competence of educators in kindergarten in terms of implementation of guidance and counseling services. This type of research that is selected is descriptive, while the approach used is a quantitative approach, The research subject in question is the whole kindergarten teacher of Kindergarten Belia amounting to 8 people, as the number of respondents only 8 so researchers do not need to take samples, and this research is the study population. The results of this study are implementation of the Guidance and Counseling done by teachers in kindergarten children Belia Veteran Teachers' Training College proved to be effective due to changes in significant changes, especially on the social behavior of children.

How to cite

Hardiyanti, D. (2017). Implementation of Guidance and Counseling in Terms of Increasing Social Behavior Capability of Children 3-5 Years in Kindergarten Belia IKIP Veteran Semarang. *Indonesian Journal of Early Childhood Education Studies*, 6(2), 74-78. doi: 10.15294/ijeces.v6i2.20189

INTRODUCTION

The increasing public demands for quality of the next generation and capability of the intellectual and emotional intelligence, result in the need of teachers that are capable of guiding and directing their students to reach the stage of development, especially the development of social behavior. According Sugiyo (2011), the guidance is a long process and when guidance do not incidental activity, but an activity that will take place on an ongoing basis with systematic planning. Control of the child in the process of interaction should be through learning experiences so that children are easier to regulate itself.

Urgency is felt when many students experience a crisis in forming social behavior presents a challenge for teachers and to improve the quality of education to the achievement of competence of learners a comprehensive and optimal, their awareness of the importance of developing a school culture that gives comfort as well as cultural home that can be synergized with the needs of children, the revitalization of values in education, educators demanding creative and always innovating in adjusting learning strategies and learning method. This adjustment is, substantive especially in processing thought-sense-acts.

The relationship of integrity, openness, patience, attention, respect that leads to the goal, self-understanding and self-direction are responsible, social sensitivity and willingness to help each other, to control emotional development, skilled in problem solving and be an individual piece. In principle, counseling in the process leading to the assistance given to the individual to achieve optimal development of the self.

Services on the Guidance and Counseling contain a number of functions, which will strengthen the executive on activities. Guidance and counseling should not be held to abide by the rules that have been established, some functions are referred to as said by Prayitno (2007) are: (1) the function of understanding; understanding of self-learners, especially learners themselves, parents, teachers in general, and the supervising teacher understanding of the environment of the learners, understanding of the wider environment, (2) prevention function; will produce prevention for protégé of problems that may arise, (3) reduction function; so that the problems that exist in protégé can be resolved, (4) the function of maintenance and development; to help students maintain and develop a range of potential development.

According to Slameto (2010), Guidance

and Counseling in early childhood, which is a major first understand their needs, such as: (1) early childhood happy and need to play, (2) early childhood have a strong impulse to imitate, (3) children aged early has a strong fantasy, (4) a period when children want to always try new things hold various trials, (5) the root of the problem and part of a mental health disorder that must be considered from early childhood.

Guidance and Counseling as an activity that leads to the assistance or help given with full responsibility, particularly in early childhood truly be aware of children's needs, appropriate growth and its development and benefit of guidance and counseling should also be supported by several principles for providing assistance in early childhood. According to (Slameto 2010), guidelines for guidance in early childhood are: (1) guidance is given based on such an understanding; needs of children, the nature of the child's personality, is done by listening, talking, getting to know and understand the appropriate approach, (2) accept and due attention to the uniqueness of children, aware of the difference in each child's growth, both on the strengths and weaknesses of existing, (3) guidance will always be oriented to the individual, because the guidance is different from classroom teaching, (4) guidance does not prescribe so, will always involve the child in solving problems, by helping the child to be able and bravely solve their own problems and do not depend on anyone, and (5) the guidance is the provision of relief right time, which is thought whether the child needs help and the most important is how we as adults can enter into the mind of a child.

Based on several matters related to such guidance, principles, functions and principles of guidance, (Slameto 2010) suggests that to understand early childhood, which must be considered first is the nature and general needs that exist in early childhood is, (1) early childhood, happy and need to play so-called little player, through play children can learn and gain experience of what to do and not to do in his life, especially the life of the community, children can develop their creativity by playing children can learn the rules, cooperation with peers or older adults, (2) early childhood have a strong urge to imitate in all things, which is done by the adults around them and the environment in which children live.

This condition can affect both, or even negative, both when being imitated is well to emulate, losses when all that emulated not normative, like dirty talk, behave beyond the norm, (3) early childhood generally have a fantasy that is strong,

this caused the child in the process of designating the readiness in order to develop the power of creativity. With fantasies of children actually have not fully distinguish between real and imaginary, and therefore need guidance in shaping this concept, (4) a period where early childhood conduct various experiments, to test the strength, try ability, trying to power his parents, test ban parents , mocking parents with his behavior, so that children such as time-consuming father especially her mother, this time it is appropriate to inculcate habits of attitude / behavior normative, (5) early childhood days of being soak problem, this time the child is very sensitive and flavorings, when faced with “problems” often keep to myself, a parent must respond to this situation in order to resolve the matter.

Morgan (1984) describe that behavior which is an activity or human activity, the general understanding is behavior descry (overt behavior), there are also behaviors that are not visible (inert behavior), in addition to other activities such as motor activity seen because of the physical movement, and emotional and cognitive activities that will affect the movements / motor activity, it is well known that the behavior as an activity of the individual self does not happen automatically, but a result of the stimulus received by the organism, both internally and externally, and most of the formation of behavior for their external stimulus. While Woodworth and Schlosberg (1971) in Walgito 2003 says that what is inside the organism will be instrumental response is what has been learned from the organism in question.

The purpose of this study was to prove the extent of services counseling in shaping social behavior in children in Kindergarten Belia IKIP Veteran Semarang. It is hoped this research will provide additional benefits, namely:

Can develop knowledge in particular field / science Counseling.

Having knowledge to clarify the description of the pattern of guidance and counseling services at the kindergarten level.

Clarify description of levels of ability and competence of educators in kindergarten in terms of implementation of guidance and counseling services.

METHOD

Type of Research and Subject of Research

This type of research that is selected is descriptive, while the approach used is a quantitative approach that is based on a calculation

of figures or statistics. The research subject in question is the whole kindergarten teacher of Kindergarten Belia amounting to 8 people, as the number of respondents only 8 so researchers do not need to take samples, and this research is the study population.

Research Variables

Variables to be studied in this research are the implementation of guidance and counseling for children. Indicators are peeled from the implementation of the Guidance and Counseling is a function of Guidance and Counseling, include: (1) the function of understanding, (2) prevention, (3) reduction function, and (4) the maintenance and development functions.

Data collection techniques used in this study was twofold: (1) documentation, and (2) questionnaire. Validity and reliability testing is intended to prevent misleading in analyzing the data, after the data is collected.

Given that all teachers have been the subject of research, the trial is given to teachers in kindergarten the other, given to five people. Formula used to measure the validity of the formula is the product moment correlation from Karl Pearson, namely:

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \cdot \Sigma X^2 - (\Sigma X)^2\} \{N \cdot \Sigma Y^2 - (\Sigma Y)^2\}}}$$

Explanation:

- r_{xy} = coefficient correlation X and Y.
- ΣXY = total multiplication of X and Y.
- ΣX = total score point 1.
- ΣY = Number of total score
- N = Number of trial subjects

For reliability test used in this research was halved by the formula Karl Pearson product moment correlation, namely:

$$r_{xy} = \frac{N \Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{N \cdot \Sigma X^2 - (\Sigma X)^2\} \{N \cdot \Sigma Y^2 - (\Sigma Y)^2\}}}$$

Explanation:

- r_{xy} = coefficient correlation X and Y.
- ΣXY = total multiplication of X and Y.
- ΣX = total score of early parts
- ΣY = total score of the final parts
- N = Number of trial subjects

The results only show parts half the instrument, then these results are also referred to as price $r^{1/2}_{1/2}$, whereas to obtain about the overall reliability index should use the formula Spearman Browns as follows (Arikunto, 2007):

$$r_{11} = \frac{2 \cdot r^{1/2}_{1/2}}{(1 + r^{1/2}_{1/2})}$$

Explanation:

r_{11} = adjusted coefficient reliability

$r^{1/2}_{1/2}$ = coefficient between score in every test parts

Having in mind the overall total score of the respondent, then the next step is to conduct data analysis using descriptive formula percentage (DP), namely:

$$DP = \frac{n}{N} \times 100\%$$

(Arikunto, 2007 : 127).

RESULTS AND DISCUSSION

Table of Descriptive Analysis

No	Span	Criteria	Frekuensi	Percentage (%)
1	19,51 - 24,00	Very good	7	87,50%
2	15,01 - 19,50	good	1	12,50%
3	10,51 - 15,00	enough	-	-
4	6,00 - 10,50	Not good enough	-	-
Total			8	100

The first indicator is the understanding of the function of exercising Guidance and counseling obtained a score of 7 or 87.50% of the 8 respondents with the criteria very well, so it can be argued that the function of teachers' understanding of the formation of social behavior in children of Kindergarten Belia very good. Given the focus of this study is children at school it is necessary only children will also be easy to adjust to the school environment either with friends or with the teacher. Thus briefly can be affirmed that the better the child's behavior that is owned.

The second indicator is a function of preventing the implementation of the BK, who obtained a score of 7 or 87.50% of the 8 respondents with criteria very well, so it can be argued that prevention function performed by an excellent teacher. The importance of planting positive values and norms so that the child will by itself did a precautionary measure on negative behavior.

A third indicator is the reduction function in the implementation of BK, judging from in-

dicators or questions in the questionnaire items that explore personal problems, social problems, and environmental problems. This proved a very good score on the teacher would be helpful in solving the problem of children. Teachers help the importance of socializing with the environment around the child either at school or at home.

No	Span	Criteria	Frequency	Percentage (%)
1	19,51 - 24,00	Very good	8	100%
2	15,01 - 19,50	Good	-	-
3	10,51 - 15,00	Enough	-	-
4	6,00 - 10,50	Not good enough	-	-
Total			8	100

Last or fourth indicator is the maintenance function in the implementation of BK obtained the best score of 100%. So it can be argued that the maintenance function of the teacher to the formation of social behavior is very good. Tersebu It can be seen from the development interests, nurture talent and promote cooperation. Teachers just drive and bring to the fullest talents and interests owned by the child.

CONCLUSION

This descriptive analysis of the results it can be concluded that the implementation of the Guidance and Counseling done by teachers in kindergarten children Belia Veteran Teachers' Training College proved to be effective due to changes in significant changes, especially on the social behavior of children. Advice for schools can be used as a material consideration to establish measures and policies relating to the implementation of services and guidance to children, so that the problems faced by children can be solved, so that the learning process run optimally. While suggestions for parents to always pay attention and undertake control of all activities carried children, one of them in cooperation with teachers and through an intimate friend of children and of no less importance is to provide guidance as children learn, so that the barriers and obstacles in learning can be minimized

REFERENCES

- Arikunto, Suharsimi.2007. *Prosedur Penelitian Suatu Pendekatan Praktik*
- Prayitno.2007. *Panduan Kegiatan Pengawasan Bimbingan dan Konseling di Sekolah*. Jakarta: Rineka Cipta
- Slameto,2010. *Guru dan Anak didik dalam interaksi Edukatif*, Salatiga : FIP-UKSW

Sugiyono.2011.Instrumen Layanan Konseling, Semarang
: FIP - UNNES
Walgito, Bimo.2003.Teoris Minat : Konsep, Cakupan
dan Penerapan, Bandung : jensmars