

Analysis of the Implementation of Development-Based Guidance and Counseling at Early Childhood Education Institutions (PAUD) in Purwakarta Regency

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Abstract: This study aims to analyze and evaluate the implementation of the Guidance and Counseling program at PAUD institutions in the Purwakarta Regency area related to the planning, implementation and evaluation of Early Childhood Guidance and Counseling processes. In addition, knowing the obstacles and obstacles in the implementation of Guidance and Counseling for early childhood. The research method uses qualitative methods. The research sample was to 19 PAUD institutions in the Purwakarta Regency area. Data collection techniques and instruments: Field Study, Interview, and Observation. The data analysis used is descriptive technique. The results of the study: (1) Planning and program formulation are only based on the results of observations and not based on the results of the needs assessment. (2) The implementation of early childhood Guidance and Counseling is still not running optimally and not all are integrated in learning due to a lack of understanding of Guidance and Counseling for young children. (3) Barriers and obstacles that arise in the implementation of guidance and counseling are the lack of support from parents for the successful process of the Guidance and Counseling program and also the lack of resources and infrastructure to support the successful process of implementing early childhood guidance and counseling.

Keywords: Guidance and Counseling, Early Childhood

Abstrak: Penelitian ini bertujuan untuk menganalisis dan mengevaluasi pelaksanaan program Bimbingan dan Konseling pada lembaga PAUD di wilayah Kabupaten Purwakarta terkait dengan perencanaan, pelaksanaan dan evaluasi proses Bimbingan dan Konseling Anak Usia Dini. Selain itu, mengetahui kendala dan hambatan dalam pelaksanaan Bimbingan dan Konseling untuk anak usia dini. Metode penelitian menggunakan metode kualitatif. Sampel penelitian adalah 19 lembaga PAUD di wilayah Kabupaten Purwakarta. Teknik dan instrumen pengumpulan data: Studi Lapangan, Wawancara, dan Observasi. Analisis data yang digunakan adalah teknik deskriptif. Hasil penelitian: (1) Perencanaan dan perumusan program hanya berdasarkan hasil observasi dan tidak berdasarkan hasil need assessment. (2) Pelaksanaan Bimbingan dan Konseling PAUD masih belum berjalan maksimal dan belum semua terintegrasi dalam pembelajaran karena kurangnya pemahaman tentang Bimbingan dan Konseling pada anak usia dini. (3) Hambatan dan kendala yang muncul dalam pelaksanaan bimbingan dan konseling adalah kurangnya dukungan dari orang tua terhadap keberhasilan proses program Bimbingan dan Konseling dan juga kurangnya sumber daya dan sarana prasarana untuk mendukung keberhasilan proses pelaksanaan bimbingan anak usia dini. dan konseling.

Kata kunci: Bimbingan dan Konseling, Anak Usia Dini

Introduction

Based on the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System explains that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills that needed by himself, society, nation and state.

Education is a future asset in creating quality human resources. How important education is for a nation. Through education can be a provision in educating the community in supporting the future. Through teaching, it can provide an understanding of the importance of studying and through service it is hoped that it can provide good service to the community. The world of education plays a role in preparing students who will lead the nation and state in the future.

Early Childhood Education is a period of introduction to the world of children's education starting from the age of four to five years. At this age children begin to adapt to the school environment, both with teachers, friends and their environment. This early learning process is not only to gain knowledge but also to build children's character and mentality. Therefore, it is very important to instill morals in children as early as possible because it will affect their daily lives. Later when the child grows up, he has noble character.

Education starts from the smallest environment, namely the family. In the family closest to children are parents. Parents play a major role in educating and guiding children at home. Because in essence, parents, especially mothers, are the first madrasas for their children. A child is like a clean white paper without stains, while parents have the freedom to give whatever color they want. Good and bad morals of children depend on the education provided by their parents. Then provide the best education for children because the nature of the child always imitates all the behavior of parents.

Early childhood education is a form of education that focuses on laying the foundation for growth and 6 (six) developments: religion and morals, physical motor, cognitive, language, socio-emotional, and art, in accordance with the uniqueness and stages of development. development according to the age group that is passed by early childhood as stated in Permendikbud 137 of 2014 concerning the National Standard of PAUD (replacing Permendiknas 58 of 2009).

Early Childhood Education is the joint task of an educator. Counselors are educators, so they have a role and function in early childhood education and guidance. The function and role of counselors in early childhood education is

supported by Government Regulation number 27 of 2008 concerning Academic Qualification and Counselor Competency Standards (SKAKK) which affirms "Counselors are experts in guidance and counseling services, especially in formal and non-formal education". The role of the counselor in providing guidance and counseling services (BK) in PAUD needs to be applied through work planning formulated in an appropriate guidance and counseling program. Of course, the program formulated is development-oriented that touches the needs of developmental aspects in accordance with developmental tasks at each stage of a child's development.

According to the Regulation of the Minister of Education and Culture concerning Guidance and Counseling in Basic Education and Secondary Education no. 111 of 2014, the definition of counseling guidance is a systematic, objective, logical, and sustainable and programmed effort carried out by a counselor or Guidance and Counseling teacher. Guidance and counseling is defined as an effort to facilitate and make students independent in order to achieve complete and optimal development. Another understanding is a systematic, objective, logical, and sustainable and programmed effort carried out by a counselor or Guidance and Counseling teacher to facilitate the development of students/ counselees to achieve independence, in the form of the ability to understand, accept, direct, make decisions, and realize themselves responsibly. responsibility so as to achieve happiness and prosperity in life (Suyadi and Zarkasih Putra, 2016).

According to the Regulation of the Minister of Education and Culture concerning Guidance and Counseling in Basic Education and Secondary Education no. 111 of 2014, the definition of counseling guidance is a systematic, objective, logical, and sustainable and programmed effort carried out by a counselor or Guidance and Counseling teacher. Guidance and counseling in PAUD are also needed. Because, many problematic behaviors that appear in children to adulthood because of the past in childhood. The main purpose of guidance and counseling in PAUD institutions is to anticipate or take preventive action against the emergence of problematic behavior.

Guidance is the process of providing assistance by an expert to a person or several individuals, both children, adolescents, and adults so that the person being guided can develop their own and independent abilities by utilizing individual strengths and existing facilities and can be developed based on applicable norms. While counseling is one of the techniques in guidance services where the process of providing assistance takes place through interviews in a series of direct and face-to-face meetings between the teacher/counselor and the

client. to develop their potential optimally, so that they can achieve personal happiness and social benefits.

Guidance and counseling programs in various educational institutions (including in PAUD) are guidance programs that are beneficial in a positive way, not just reactively and correctively. Moreover, it is expected that the guidance and counseling program is sustainable and continuous from PAUD to university. However, the emphasis of guidance and counseling can vary according to the needs of the child or according to the level of development. Guidance and counseling services as an integral part of the overall early childhood education program will not be achieved if it does not have the right program, in the sense that it is clearly, systematically, and directed.

The role of education is very important in the development of children. Schools as formal educational institutions develop their duties as facilitators to develop students' potential. Students themselves are required to improve their performance in the midst of busyness and the density of school assignments. This is where guidance and counseling services are needed to improve children's achievement. Guidance and counseling are very important in an effort to improve school achievement. This is due to several factors, namely to deal with various crises that occur due to lack of learning, school failure, social failure and drug abuse and difficulties in understanding themselves and their environment for self-direction and decision making in school and social interaction. In addition, the existence of guidance and counseling services prevents as much as possible the difficulties encountered in sexual intercourse, in addition to supporting the smooth interests of individual students such as the development of independence, self-confidence, self-image, career development and academic development.

Existing problems require appropriate solutions in order to create good and high achievement human resources. Guidance and counseling can guide students in their personal discovery. This means that students can recognize their strengths and weaknesses. In the process of guidance and counseling, guidance and counseling teachers can direct and help students to adapt themselves to their environment in order to adapt themselves to the surrounding environment.

The role of the counselor in providing guidance and counseling services for early childhood needs to be applied through work planning formulated in an appropriate guidance and counseling program. Of course, the program formulated is development-oriented that touches the needs of developmental aspects in accordance with developmental tasks at each stage of a child's development. (Santoadi, 2010).

The advantages of the developmental tasks-based guidance and counseling program developed in PAUD are; 1) developmental tasks-based BK program that prioritizes developmental stages and tasks can facilitate and stimulate children's development appropriately and optimally, 2) developmental tasks-based BK program that will be developed emphasizes cooperation in program formulation and implementation, 3) cooperation in the formulation and implementation of guidance and counseling programs can indirectly provide understanding to several schools about the performance of counselors in PAUD.

The focus of the problem in this study is early childhood guidance and counseling at PAUD institutions in Purwakarta Regency. Formulation of the problem in this study; (1) How is the planning and formulation of early childhood guidance and counseling?, (2) How is the implementation of early childhood guidance and counseling at the PAUD Institute in Purwakarta Regency?, and (3) What are the supporting and inhibiting factors for the implementation of Guidance and Counseling in early childhood institutions?

The benefits of this study are being able to determine the implementation in the process of planning and implementing early childhood guidance and counseling at PAUD Institutions in Purwakarta Regency, being able to improve teacher understanding and psychoeducation in the implementation of early childhood guidance and counseling. In addition, it is able to increase the awareness of school stakeholders to support the implementation and success of the implementation of guidance and counseling as well as increase parental cooperation and support for the successful process of implementing guidance and counseling as an effort to optimize early childhood according to their stage of development. The hope in the future is that the benefits of early childhood guidance and counseling can be felt by many parties. Guidance and counseling can be carried out by teachers and are able to integrate in the learning process and can also include guiding principles based on indicators of achievement of early childhood developmental tasks.

Method

This research method uses a qualitative approach and uses a descriptive type of research. The approach used in this study is a qualitative approach, namely a research approach without using statistical figures but with descriptive exposure, which is trying to describe a symptom, event, event that is happening at the present time, where this research becomes the focus of attention to then be described as it is.

The selection of subjects in this study was carried out using the "Purposive Sampling" approach, namely the sampling technique of data sources with certain

considerations. This particular consideration is for example the person who is considered to know best about what we expect, or maybe he is the ruler so that it will make it easier for researchers to explore the object/social situation under study. Samples are teachers and principals who work in 19 PAUD schools in Purwakarta Regency. Methods of collecting research data using in-depth interviews, participant observation, and documentation.

Results and Discussion

The results of the research related to the analysis of the implementation of the guidance and counseling program at 19 PAUD institutions in Purwakarta Regency obtained through interviews with teachers and school principals indicate that the management of early childhood guidance and counseling programs has not all gone through the planning, formulation, implementation and evaluation stages. The planning and formulation of the early childhood guidance and counseling program is only based on the results of observations and not based on a needs assessment, and the results of the observations are not written in a systematic manner. In addition, due to a lack of understanding in the implementation of early childhood guidance and counseling programs, the role of school personnel and other interested stakeholders does not carry out optimal guidance and counseling. There are some schools whose implementation is not integrated with learning and is not even included in the learning program. In addition, the evaluation was not prepared optimally, so the purpose of the evaluation was not clear and the evaluation was not administered in the form of a program evaluation report.

In detail the results of research related to the implementation of early childhood guidance and counseling can be presented in the following table:

Table 1. Evaluation of the Implementation of Early Childhood Guidance and Counseling

NO	ASPECT	FACTUAL CONDITION
1	Formulation of Guidance and Counseling Program for early childhood	The formulation of the program which is derived from the school's vision and mission as the goal of guidance and counseling has not been structured and facilitates the achievement of children's developmental tasks.

		<p>Guidance and counseling is considered an important thing but has not been structured in the formulation of the guidance and counseling program in the annual and semester programs</p>
2	<p>Early Childhood Guidance and Counseling Program Planning</p>	<p>The planning of the guidance and counseling program is carried out without a need assessment based on the achievement of the child's developmental tasks, and the expectations of the school or parents. Most of the planning is only done by observation without writing it down systematically</p>
3	<p>Implementation of the Early Childhood Guidance and Counseling Program</p>	<p>Lack of understanding related to early childhood guidance and counseling by teachers and schools so that the role of school personnel and other interested stakeholders is less than optimal.</p> <p>Not all teachers integrate in the learning process and consider it separate from the learning process</p> <p>Almost all schools consider guidance and counseling to be done to children who have problems and not to all children who need help or not</p>
4	<p>Evaluation of the Early Childhood Guidance and Counseling Program</p>	<p>Limited ability and understanding of the supervising teacher in handling problems</p> <p>The purpose of the</p>

		<p>evaluation is not clear and the evaluation only focuses on the evaluation of results and assessments that are immediate and not written in a systematic manner</p> <p>The provision of facilities and infrastructure for the implementation of guidance and counseling for children is not yet available properly.</p> <p>Lack of support from parents in the successful implementation of early childhood guidance and counseling</p>
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The role of guidance and counseling in early childhood is very important, because it is expected that through guidance and counseling students will achieve optimal development according to their stage of development. Unfortunately, almost every PAUD institution has not implemented optimal guidance and counseling, so that the results of this study show that there is still a gap between the expectations of early childhood guidance and counseling with the reality level of implementing early childhood guidance and counseling in the field.

The implementation of early childhood guidance and counseling will not be carried out properly if there is no support from all parties and stakeholders from each PAUD institution. In addition, support from parents and the school environment also helps in achieving the implementation of guidance and counseling in accordance with the needs of students. Thus, it is hoped that with the proper implementation of early childhood guidance and counseling, students can develop optimally in accordance with the stages and tasks of their development.

Conclusion

The results of the research conclusions: (1) Program planning and formulation are only based on the results of observations and not based on the results of the needs assessment. (2) The implementation of early childhood Guidance and Counseling is still not running optimally and not all are integrated

in learning because of the lack of teacher understanding of early childhood Guidance and Counseling. (3) The supporting factor for success in the implementation of early childhood guidance and counseling is the support from all school stakeholders while the obstacles are the lack of support from parents and no infrastructure to support the process of implementing early childhood guidance and counseling.

Research Suggestion: It is necessary to hold workshops and socialize the implementation of developmental-based early childhood guidance and counseling to PAUD teachers in Purwakarta Regency as an effort to increase understanding and build commitment in the implementation of early childhood guidance and counseling in PAUD institutions.

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