

Guidance and Counseling Implementation Through the Parenting Program in the Early Childhood Education Unit

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ABSTRACT:

Management Guidance and counseling for children's education can be done with various methods and approaches. One of the objectives of this research is to provide an overview of the implementation of guidance and counseling through parenting programs in schools. The parenting program in schools is a manifestation of the collaboration between teachers and parents in providing stimulus to children's development. The type of this research is field research with a descriptive qualitative approach. As for the data collection through observation with the manager. Furthermore, conducting interviews with teachers with parenting mentors, and documentation. Related to the results of research on guidance and counseling services by kindergarten managers, it illustrates that the parenting program held has a great impact on teacher competence, child development, as well as building ghiro to improve the quality of learning and the cooperation of parents and guardians of students.

KEYWORDS: *Implementation of Counseling, Early Age, Parenting*

INTRODUCTION

Implementation of counseling guidance is part of counseling management which has accumulated positively as one of the counselor's works and is supported by the human resources themselves. So that through good and systematic services it will be the initial milestone in supervising, implementing, and giving a good impact in improving the quality of education. We need to understand that the existence of guidance and counseling services certainly has an important role in education, especially in the scope of early childhood education, not only to have an impact academically but is expected to be able to strengthen the mentality of the nation's children both in the cognitive, affective, psychomotor domains.

Guidance and counseling at school is an integral part of the whole educational process at school (Lase 2018). In general, counseling guidance itself is still associated as a place or law for people who have problems, even though counseling guidance services themselves have various other functions and roles.(Solihah 2013). The implementation of counseling guidance in schools, especially at the early education level, is very different from counseling guidance at the elementary, middle, and high school levels. The implementation of counseling guidance in an early childhood education environment, leads to two goals of counseling guidance; First, specifically guidance and counseling services for early childhood are carried out to help them to be able to: 1) get to know themselves, their abilities, their nature, their habits and their preferences; 2) develop their potential; 3) overcome the difficulties it faces; 4) preparing the mental and social development of children to enter the next educational institution. While the function of guidance for early childhood is.

The function of understanding, includes the child's self-understanding by teachers and parents, the obstacles faced by the child, the child's environment, the outside environment, and

how to adapt, the function of prevention, namely guidance efforts that result in preventing children from various problems that can interfere, hinder, or cause difficulties in the development process. Repair function, directed at solving various obstacles or difficulties faced by students. The function of maintenance and development, is a guidance effort that results in the maintenance and development of various potentials and positive conditions of students in the framework of stable and sustainable self-development(Lina Prasetia 2014).

Individual character is formed from early childhood, through the process of parenting or parenting. Several theories and research results state that parenting plays an important role in the formation of morals or individual character. Therefore, it is necessary for parents who have good parenting skills, so they can build children's character well. Lack of parental knowledge and skills regarding good parenting or parenting techniques is a phenomenon that is happening today (Satriah 2015).

The parenting program, which is one of the programs in strengthening family life and Indonesian society, provides one of the reinforcements in people's lives, especially early childhood development, parenting methods and communication patterns that are carried out by most people. The right approach in family education is expected to provide results in the form of strengthening for community accessibility to improve the quality of life through family strengthening. Not only using an economic approach, but also using an educational approach which is expected to be far more able to shape the character of Indonesian society in the future. The development of parenting programs is one of the methods for building the character of life in a global society. Because the quality of family relationships is one of the important elements in building a society that supports one another.

With the paradigm of sustainable development being one of the main indicators of community development today, one of the efforts being made is to develop a series of activities that are consistently carried out to change, build a community paradigm regarding the context of quality of life that must be carried out, to provide added value to community life itself. Including regarding the fatherhood program which is expected to provide a new color in improving the quality of people's lives, especially the process of mentoring and building awareness of family education as the main component in community development. Parenting is an educational effort carried out by the family by utilizing the resources available in the family and environment in the form of independent learning activities. Parenting as an ongoing process of interaction between parents and their children which includes the following activities: nourishing, guiding, and protecting children as they grow and develop (Suharyani, Ni Ketut Alit Suarti 2021).

METHOD

This study uses a qualitative approach that aims to examine the problem and obtain a deeper meaning. This research is descriptive in nature, meaning that the data collected will be presented in the form of sentences. The characteristics of qualitative research are inductive, concept development is based on existing data. Sources of data from informants, documents, and research in the field. Data collection techniques by interview, observation, document study (Sugiyono 2011).

RESULTS AND DISCUSSION

Program Planning

In order to ensure the implementation of a good and planned education process, it is necessary to develop curriculum and learning as well as elaboration in the form of preparing annual programs, semesters, weekly programs, and daily programs. It is in this plan that we can ensure that the parenting program can be implemented.

1. Curriculum development and learning

In principle, the policy and implementation of the school education curriculum are intended to shape the whole human being, prepare the younger generation to face life in the future, and build an independent nation's mental attitude. All parties and the provision of adequate facilities evenly. Compilation of curriculum and learning as a step for planning and realizing a parenting program, can be done as follows:

a) Know himself

Early childhood needs to learn about self-knowledge. Self-knowledge in early childhood is needed to better understand self and family identity, to get to know body parts in general. The theme of self is learning to know oneself by knowing the limbs and their functions where this introduction is useful for gaining knowledge and respecting oneself in relation to eating, doing hygiene, and maintaining health, and thinking about and being grateful for oneself as God's creation.

Self-introduction as part of the guidance and counseling program as well as the realization of RPPH in the PAUD curriculum must of course be packaged into something fun, PAUD teachers need to teach early childhood with fun methods. All of these activities must be known by parents, either through social media communication or direct communication.

b) Development of potential.

The child's growth and self-development do not run linearly, but all parts of the child can be stimulated simultaneously. In the process of development, there are prime moments when a part of a child's self develops rapidly, but there are also certain moments when a child's development experiences static. At these times, parents need to pay special attention to children, by providing diverse experiences, so that the needs of the development of each part can be met.

Parts that need attention during development are seen in the aspects of vision, language, motor skills, math, music, feelings and logic. These sections have a window of opportunity, whether occurring on a weekly, monthly or yearly basis. In order for the window of opportunity to be used optimally, early childhood development is carried out through several approaches that are in accordance with the characteristics of the child, which are directed at developing the basic potentials of children by paying attention to various stimulation imaginations. (Sujarwo 2010).

c) Stimulus for problem solving faced by children

The problem-solving learning method comes from John Dewey. This method intends to give practice to children to think. This method can also prevent children from hasty conclusions, considering various possibilities (Lestari 2020).

It is very important for children to be equipped with problem solving abilities in everyday life. Because, having problem solving is very useful and aims to help children overcome problems well when facing a problem in their life such as the problem of fighting over toys with peers, difficulty understanding the rules of play and others. We all know that children's curiosity is included in a high level or stage of their environment. Children gain meaningful learning experiences through playing, experimenting, discovering, and through social interaction. Through the ability to hone children in problem solving, this makes children avoid being hasty in any case.

Play activities that can be carried out to develop children's cognitive abilities by using problem solving methods include playing maze, role playing, playing mazes, playing blocks

and assembling towers with cubes. For example, when children play maze or labyrinths, here children are trained to be able to solve problems in finding solutions and train children about how to think and children's creativity.(Lestari 2020).

d) Readiness for mental and social development

A child's mental, social-emotional readiness is an important factor for the successful development of preschool-age children, their success in the early years at school (first and second grades of elementary school), and the success of children in the future. Musyarofah revealed that children who attend preschool education make better social adjustments compared to children who do not attend preschool education. Early childhood education has an important role as a vehicle for optimizing children's growth and development which includes aspects of religious and moral values, physical (gross fine motor), social, emotional, cognitive, language, and artistic.(Musyarofah 2017).

Methods of play and role playing (role playing) is an important method in developing 6 aspects of child development including social aspects of children. The world of children is the world of play. The playing method is a method that applies certain games as a child's learning.

2. Designing and compiling routine monthly, semester and annual activities

Education planning for early childhood is broadly divided into long-term plans and short-term plans. Long-term plans include planning annual activities. Short-term planning is the breakdown of monthly, weekly, and daily activities. For each plan, changes and development can be made according to the developmental needs of the child. This means that previously planned activities can change at any time when the child shows a particular interest in the implementation of the activity. The planning format can be modified according to the needs and expectations of the institution. It is better if the annual planning includes national holidays in each theme. This is one strategy that can be done so that activities can attract children's interest. If done in stages, the activities that can be carried out before planning are educators understanding the curriculum. Educators read every stage of development that children must achieve according to their level of developmental ability. Then analyze and lift these stages as a reference in planning. Each draft that has been prepared is then communicated with the student's parents to jointly provide support and ensure the running of the activity(Pratiwi and Utsman 2022).

Determining themes and visiting activities or important moments that have been planned can assist educators in making monthly, weekly, and daily programs. The third step after determining the theme is to make an elaboration of the sub-themes. The sub-themes are designed to make it easier for educators to make weekly plans. Weekly plans are based on set dates and include all aspects of a child's development. The design of weekly activity programs can be made in the form of a network to make it easier for educators to develop aspects of child development. The planning stage is carried out by involving parents of students as a form of implementing parenting-based education(Wiyani 2019).

Implementation

1. Habituation through routine activities

Early childhood education is a process of stimulating growth and development aimed at children from birth to six years so that they are ready for further education, which is crucial to the development of this age.(Yusuf 2016). Stimulation from parents or teachers through exemplary education and good habituation indirectly children will learn, understand and apply to aspects of children's religious values.

Habituation is the same habit and is done many times. This repetition is done in order to grow the stimulus and response to become stronger so that the habituation will be difficult to forget. As a start in the educational process, habituation is a method that is quite effective in instilling religious and moral values in children. Habits that have been instilled from an early age can be carried out until he reaches adulthood (Sugiharto 2017).

Factors that hinder the process of getting used to independence can come from the individual and from outside the individual. Factors from the individual can be in the form of the child's potential, while factors from outside the individual can be in the form of influences from the environment around the child. (Prabawati 2020).

2. Regular meetings

Taking care of children from birth to adulthood is the main job of parents. This job cannot be completely replaced by another person because parents are guardians/protectors/nurses/developers for their children. Education must start from home, especially educating children's personality, while school is only a complement that cannot possibly replace the function of the home. Besides that, parents have big duties and responsibilities and even determine the future of their children. Parents have an obligation to supervise their children, especially at an early age. Based on the opinion above, it seems that parents are very important in their presence in every beat of early childhood life without being ignored at the slightest. The problems encountered today are that many parents still do not understand the importance of positive parenting. Positive parenting, which is based on love and mutual respect, builds warm relationships, and stimulates child development. In this regard, it is deemed necessary to discuss positive parenting material in the parent class. The solution offered in involving parents is to hold periodic meetings, namely at the beginning of the semester involving program preparation, then a second meeting which discusses the course of the program and child development and then holds a meeting for the results of the program and child development.

3. FGD

Evaluation of activities carried out in PAUD institutions uses the focus group discussion method (focus discussion). The activity organizers hold discussions about the activities that have been carried out and then discuss what has been achieved and what needs to be improved. The evaluation is carried out after the activity is finished between fellow administrators, then notes what needs to be fixed and looks for solutions. This kind of activity involves parents participating in overseeing the process of education and child development.

CONCLUSION

Implementation of parenting-based guidance and counseling activities in early childhood education is a solution and a bargaining chip for the implementation of early childhood education and development. The involvement of parents is not only limited to the obligation to pay education fees but also extends to being involved in compiling programs, implementing programs on an ongoing and periodic basis, and even taking an active role in every educational activity in early childhood education institutions.

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