

GUIDANCE AND COUNSELING SERVICES TO DEVELOP A SPIRIT FOR LEARNING IN EARTHQUAKE VICTIM CHILDREN

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Abstract: This research is motivated by the lack of provision of guidance and counseling services at the early childhood level. The lack of enthusiasm for learning in children is also easily felt, so various methods or techniques are needed to help develop children's enthusiasm for learning at an early age level by carrying out guidance service activities. and appropriate counseling for early childhood. Reviewing this, the results obtained are that the implementation of early childhood guidance and counseling services in developing enthusiasm for learning can use the collaboration of various techniques or methods such as games and storytelling and is also supported by the provision of attractive service media so that children do not quickly feel bored or bored when delivering service takes place. This research was conducted using a descriptive qualitative approach with data collection techniques, interviews and observations.

Keywords: Guidance and Counselling, Children, Enthusiasm.

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INTRODUCTION

Children in the learning process will go through the child's life experiences, good and enjoyable experiences will have a positive impact on the child and if the child's learning is not enjoyable it will have a negative impact on the child because the child's learning process comes from everything he sees, hears and feels. According to Sunanih (in (Kurniati & Watini, 2022)) the child's learning process will run effectively if the child's atmosphere is happy and

happy. And conversely, the learning process that children receive in an atmosphere of fear, anxiety, anxiety and other uncomfortable feelings will not provide optimal results. So it can be concluded that the problem of enthusiasm for learning in early childhood is that they easily feel bored, easily distracted, lack of good focus, also if children discuss with their friends it becomes a factor in weakening their enthusiasm for learning, therefore there are many problem factors that can cause feelings of laziness in studying or The loss of enthusiasm for children's learning, especially when viewed from the age factor, children around 4-6 years old easily feel bored and lazy.

Early childhood education is an initial level of education that helps create a child's character and also helps process one-third of aspects of a child's development so that the child can develop optimally, because basically, early childhood development will determine the future he will become as an adult if he is at the childhood level of education. The absence of early support for optimal child development will have an impact on adult growth and development. According to the 2003 National Education System Law, article 1 paragraph 14 (Rozikan, 2018), states that training efforts aimed at children aged 0-6 years, are carried out through Early Childhood Education (PAUD). Early childhood education can be implemented through formal, non-formal and informal education. Formal early childhood education takes the form of kindergarten (TK) and Raudatul Athfal (RA) and other equivalent forms. Non-formal early childhood education takes the form of play groups (KB), child care centers (TPA), while informal PAUD takes the form of family education or education held in the environment such as toddler family development and integrated posyandu with PAUD or better known as Units. Similar Kindergarten (SPS).

Guidance and counseling teachers are teachers who have completed formal education at Strata 1 (S1) level who will serve as teachers who will guide and provide counseling for students who need it. According to Husdarta

(Supardi, 2013:54) states that "Teacher performance when learning is the most important part to support the creation of an effective educational process, especially to build discipline and the quality of student learning outcomes", thus teachers are very influential in determining the success or failure of learning outcomes. . Student learning is a learning process given to students so that students can maximize their abilities. The teacher is the main person who must and always determines what students need and how they need to be taught about basic concepts and have competent competencies as early as possible.

Student guidance and counseling is a support service offered to students, both individually and in groups, to support them to become more independent and realize their full potential in the areas of personal, social, academic and career life. These services are based on community norms and various types of solutions and assistance activities. In this school, students must receive guidance and counseling to help them understand school rules, act in accordance with existing norms in the family and society and direct themselves to behave rationally according to the rules. In decisions that students will choose, the choice should be based on the individual's own desires, not on the teacher's choice or coercion from other people. According to Kamaludin (2011), it is assumed that counselors must have a satisfactory understanding of the basic principles of guidance and counseling in schools as one of the supporting aspects and education providers who will be willing to accept responsibility for ensuring the implementation of guidance and counseling services in schools.

In general, guidance and counseling services in kindergartens have the aim of helping children so that they are able to recognize themselves and their surrounding environment and ultimately children can adapt through experiences that children can have at school so that they can be applied in everyday life and in society (Ghoziyah, 2022). In early childhood, growth problems according to the National Association in Education for Young Children (NAEYC) are children who are toddlers or birth to 0-8 years old. Children in this age range

have genetic potential that is ready to be developed through providing stimulus. So that the further development process of a child is determined in the early stages of the child's development. Early childhood development is referred to as an iterative process leading to an organization at a higher level of integrity, based on a growth process that occurs repeatedly and shows an internal influence that causes an increase in the tempo and quality of the growth itself.

In the perspective of social development, early childhood is in the first four stages of eight stages throughout human life. The first four stages occur in infancy and childhood. Meanwhile, the four stages are as follows: baby phase (0-1 year), "trust versus suspicion", childhood phase (1-3 years) "autonomy versus shame and doubt", play age (3-6 years) "Early childhood is the most brilliant period that humans go through. This is because at this time humans can learn everything in a relatively short time. For this reason, it is not wrong if the early childhood education level is referred to as the golden age, where stimulation of all aspects of development is important for further developmental tasks (Rozikan, 2018)).

The child's ability to adapt to the surrounding environment results in differences in interests for each child. Preschool age is a time when play is all activities carried out by children. The basic assumption that underlies that PAUD requires guidance and counseling is that the current balance of PAUD with primary and secondary education if it is in a primary and secondary education environment, guidance and counseling is very necessary, PAUD also requires automation (Astutik, 2018)). Therefore, guidance and counseling at the early childhood education level is actually needed with efforts to help optimize children's development, because as is known, optimizing various children's developments at this education level will influence the child's development when they grow up. Because various aspects of a person's development need to be balanced both cognitively, physically, motorically, socio-emotionally, morally, religiously. If all these aspects develop optimally, it will create a good

child's character or personality, so it can be concluded that early childhood guidance and counseling needs to be available in an effort to overcome and improve the development of problematic children so that they have a good personality, so that guidance and counseling is not only It is needed at the secondary education level, but in early childhood education it is equally important, even very important, so that problematic aspects of a child's development can be resolved and will not have too much of an impact on the child's personality or development as they grow up.

One form of early childhood education is the Play Group, abbreviated as Kober or KB. Education in Kober is a teacher's shared responsibility. 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, including in Kober, is supported by Government Regulation number 27 of 2008 concerning Academic Qualification and Competency Standards for Counselors (SKAKK) which emphasizes "counselors are those who provide expert guidance and counseling services, especially in formal and non-formal education channels" . Kindergarten education is one of the formal education pathways (Islami & Gustiana, 2020). The role of counselors in providing guidance and counseling (BK) services 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 which touches on the needs of developmental aspects in accordance with developmental tasks at each stage of a child's development (Islami & Gustiana, 2020).

Based on the kindergarten curriculum in 1994, it states that guidance and counseling in kindergarten is a process of special assistance provided by teachers and other staff to students in order to provide attention when children experience obstacles or difficulties that can be Children are more independent and can develop optimally. Guidance and Counseling Services in kindergartens have the aim of getting to know themselves and getting to know their

surroundings so that children can finally adjust to school with their friends (Ghoziyah, 2022).

Based on the background, this article aims to find out methods or techniques in guidance and counseling services for early childhood and wants to know the effectiveness of guidance and counseling services for early childhood in helping develop children's enthusiasm for learning. So researchers are interested in raising the title "Guidance and Counseling Services to Develop a Spirit for Learning in Earthquake Victim Children"

METHOD

This research will use a qualitative approach and descriptive research type. This aims to find out various methods/techniques in implementing guidance and counseling services for AUD and also to find out about providing guidance and counseling services to early childhood in an effort to help develop children's enthusiasm for learning. In using a qualitative approach with this descriptive type, data is collected more through observation and interview techniques. The subjects of this research were students at Kindergarten Kartika XIX-19 by observing the provision of services to students and interviews conducted with Kindergarten teachers Kartika Informants have an important position and must be treated as subjects who have the personality, self-esteem, position, abilities and role that they are. Not all informants have the same position, there are key informants and there are also complementary informants.

This research activity was carried out at Kartika XIX-19 Kindergarten in Cianjur using interview techniques with kindergarten teachers as key informants. This method of obtaining data is used by researchers to collect the data needed for research. In this research, namely observation, interviews and documentation. Interviews are conducted directly face to face with the aim of obtaining information related to what is intended. The conversation is carried out by two parties, namely the interviewer who asks questions and the

interviewee who provides answers to these questions. And the observation carried out is a type of participant observation because the researcher also places himself as the object being studied.

FINDINGS AND DISCUSSIONS

Based on the results of observations carried out at Kartika Kindergarten XIX -19, classical guidance services were implemented using educational game methods or techniques as well as storytelling for children. The educational games carried out include puzzles, colored balls, children's focus games using glasses and pencils, matching flat shapes. Where various games are played which are adapted to help optimize aspects of children's development. This game is played in 2 conditions, namely after core learning and before core learning. It can be seen from the results of the implementation of this service that students can be more conducive and can grow their enthusiasm for learning when the service is carried out before core learning compared to after core learning. Children find it difficult to conduct and feel tired. So it can be concluded that the process of providing guidance and counseling services to early childhood is more effective at the beginning before learning and can foster children's enthusiasm for learning.

Based on the results of interviews conducted with teachers at the Kartika Kindergarten, when children are lazy about learning, the teacher plays games, plays with encouragement, and also plays with imagination. According to the results of interviews with teachers regarding the factors that cause children to lose their enthusiasm for learning, namely the age factor because of the age range. 4-7 year olds only have 30 minutes of enthusiasm to learn, more than that they already feel bored. The teacher's skill in carrying out learning at the early childhood level is the need for creativity skills in making interesting APE (educational game tools) which can attract the attention of the participants. students so that they don't feel bored. From the results of the interviews

obtained, kindergarten teachers also said that guidance and counseling in early childhood education is very necessary because there are many problems with child development, especially if there are children with special needs in the school, whereas in real conditions, preschool teachers still laypeople in dealing with children's problems so they need help from experts such as psychologists and guidance and counseling teachers.

Guidance and counseling service methods in early childhood education, whether storytelling or educational play, both have an important role in the effectiveness of guidance and counseling services. If teachers can adapt these various methods well, for example, when playing games continuously, children will get tired and if they do continuous storytelling, children will feel bored, so there is a need for collaboration between these two methods in providing services which will run effectively and achieve service goals. According to the interview results, the role of guidance and counseling teachers in early childhood education can help teachers' initial knowledge to take further action in dealing with early childhood development problems. So from the results of the interview it can be concluded that the effectiveness of guidance and counseling services for early childhood in developing children's enthusiasm for learning can be carried out effectively by collaborating various methods and the role of guidance and counseling teachers in early childhood is very necessary to take action in dealing with children's problems in the developmental aspect so that every aspect of a child's development can develop optimally and form a good personality in the child.

The term guidance and counseling is intended as a translation of the term "Guidance and Counseling". The term "Guidance" is translated as guidance, while the term "Counseling" is translated as counseling/counseling. So it can be concluded that guidance and counseling is a process of providing assistance to clients in overcoming problems, both preventive and curative. Guidance and counseling will always be needed at every level of education, one of which is

early childhood education. The existence of guidance and counseling in the early childhood environment will certainly be very necessary because in the early childhood environment there are many problematic behaviors that emerge in students. Sometimes problems that arise in early childhood and are not handled properly will have an impact in adulthood due to their past when they were small. The main aim of providing guidance and counseling in early childhood is to take preventive action against the emergence of problem behavior. Guidance and counseling are not only given to students who have behavior problems but also to those who do not have behavior problems. (Iswantiningtyas, 2017). Unfortunately, there is not as much guidance and counseling at the early childhood education level as there is at the early or upper secondary level, the lack or absence of guidance and counseling at this level means that teachers at the early childhood education level are unfamiliar with handling problematic children who really need to be handled by an expert.

From previous research related to the process of implementing guidance and counseling at the early childhood level, there are several stages in implementing guidance and counseling at the AUD level, namely consisting of input, process, output and evaluation stages. The input stage includes the assessment of the child and the process stage is the implementation of guidance and counseling services, while the output stage the counselor observes the child's behavior and discusses with the parents, then the evaluation stage carried out includes measuring and assessing the effectiveness of the service implementation by comparing initial data when carrying out the assessment (Astutik, 2018). And from other previous research, the guidance and counseling service process can be used more effectively to help students adjust themselves both at school and in the environment where the child is (Ghoziyah, 2022). So it can be concluded that guidance and counseling in early childhood needs to exist, and is important to implement to help children adjust and also help children's problems with the right methods or stages to create guidance and

counseling services that work effectively to create and help aspects of children's development to develop. optimally (Hafidz, 2023).

Implementation of guidance and counseling services at the early childhood education level can be done using various interesting methods such as storytelling and educational games. Guidance and counseling services carried out at Kindergarten Kartika In raising children's enthusiasm for learning when children are starting to feel lazy about learning from the results of interviews and observations, the teacher will immediately carry out various kinds of pats, games and imaginative play. Seeing from the results of observations that when children have been studying for 30 minutes, children's feelings of laziness will appear according to the child's age, at the age of 4-7 years, children will quickly appear lazy, therefore in kindergarten or PAUD education there is the term playing while learning or studying. while playing, at this level there will be more types of games so that children can feel comfortable in the learning process. Likewise, the process of implementing guidance and counseling at the early childhood education level as carried out at Kindergarten Kartika XIX-19.

The implementation of guidance and counseling services is carried out using educational game methods and using various interesting service media. The process of providing services is provided before core learning is carried out with the aim of developing children's enthusiasm for learning before learning. From the results of the interviews obtained, various service methods such as storytelling and playing with children both have an important role. The effectiveness of service delivery is also very effective, the effectiveness of service delivery can be seen from the various methods used during service implementation which adapt the methods used to the child's condition. This means that in the service process provided when playing continuously, children will get tired and if continuous storytelling is carried out, children will feel bored, so collaboration between these two methods is carried out to create effectiveness in providing guidance and counseling services for early childhood,

in addition to providing guidance and counseling services in Early childhood level needs to be supported by providing interesting service media so that children do not quickly feel bored or fed up when the service is provided (Wulandari, 2023).

CONCLUSION AND RECOMMENDATION

Guidance and counseling services at Kartika XIX-19 Kindergarten by providing guidance services using a collaboration of various techniques or methods such as playing with children and telling stories. Because if you only give one method, such as playing with children, the child will feel tired. On the other hand, if you only give the storytelling method, children will quickly feel bored, therefore guidance and counseling services at the early childhood level must be able to adapt the method to the child's condition and collaborate. every method used to avoid feelings of boredom and exhaustion in children, apart from providing appropriate methods, it also needs to be supported by providing media guidance and counseling services at the early childhood level with media that is as attractive as possible, apart from being able to attract children's enthusiasm, it can also make children more develop enthusiasm for learning in class.

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