

RESEARCH ARTICLE

**THE IMPLEMENTING THE PROGRAM OF LEARNING-
BASED GUIDANCE IN KINDERGARTEN**

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THE IMPLEMENTING THE PROGRAM OF LEARNING-BASED GUIDANCE IN KINDERGARTEN

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Abstract: The existence of harmony draft guidance and learning in kindergarten to make the process of integrating with the guidance of learning. Research aims to implement the program of learning-based guidance and assistance through training and development programs. Use descriptive research methods, with a purposeful sampling technique on 20 teachers in 4 schools Kindergarten in Bandung. Data collected through interviews and questionnaire and analyzed by quantitative and qualitative techniques. Based on the description of the results of research, teachers can provide guidance to integrate in the learning process in a holistic approach. Product end of a research program of training and guidance programs and video learning scenarios that describe the role of teachers in implementing the program of learning-based guidance in kindergarten.

Keywords: Learning, Guidance, Teachers, Children, Kindergarten

Various literature revealed that the process of learning in kindergarten emphasizes the potential for the development of various terms, the formation of attitudes and behaviour that is expected, and the development of knowledge and basic skills needed for children to adjust to the environment and to tackle the tasks of studying further the emphasis on the mastery of knowledge and academic skills.

The concept of learning in kindergarten as it is in line with the guidance of the concept is very concerned with the development of the child completely. Basically the guidance of an effort to facilitate the development of the individual is able to achieve the optimal development. Through individual counselling can be expected to undergo phases of its development, with success and can develop and realize the potential of various assets and capabilities that are optimal. With the support of the settings and learning environment conducive to learning in a kindergarten program that nuanced guidance, so that the expected learning

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environment is created that can stimulate children to learn while you play with fun. Learning-based guidance has the following characteristics (Kartadinata and Dantes, 1997, and Natawidjaja, 1988):

1. Destined for all student;
2. Treat students as individuals is unique and is being developed;
3. Recognize students as individuals with dignity and leaders;
4. Direction to the development of all aspects of child development in a holistic and optimal; and

Accompanied by various teachers that positive attitude and support the actualization of various interests, potential and learning-based counselling is a learning model that is designed based on the understanding of the guidance, with attention to the children and how to study, the implementation of integrated and become part of an integrated program of activities in a holistic and learning based on the concept of learning-based guidance for children in kindergartens. Playing while learning and learning while playing (Joyfully learning) is the basic principles of learning that needs to be developed in the program learning-based counselling. The process of counselling is a part that can not be separated and integrated implementation of learning in kindergarten. The goal of this research in general is to obtain knowledge and empirical evidence regarding the implementation of learning-based guidance in kindergarten. In particular, this research aims to: (1) Knowing the implementation of learning-based guidance, (2) heard everything the competence required of teachers in implementing the program of learning-based guidance, (3) Identifying the role of teachers in the learning program based counselling.

Method

Methods used in this research are descriptive method, which aims to obtain the information about the implementation of learning-based guidance in kindergarten. Descriptive method is used because it will

generate data that is processed in factual, quantitative information based on statistics, and qualitative data generated based on the results of the research. The data have been collected through various means of data collection, processing and conducted further analysis of data by using data analysis and quantitative analysis of qualitative data. Quantitative analysis of the data, analyze the data used to score the results questionnaire teachers through the statistical method, while the qualitative data analysis, conducted to analyze the data results of observation and interviews.

Subjects in this research-based learning program guidance, as the object of research is a kindergarten teacher implementing the program as a learning-based counselling. The study sample is selected based on research purposes. The amount of sample is 20 teachers taken from 4 different kindergartens in Bandung.

Location of this research is in 4 Kindergarten in Bandung, namely, Bina Insani kindergarten, Al Manshuriyyah kindergarten, Attaqwa kindergarten, and Bunda Balita kindergarten. For the location of the training program are placed in Bina Insani kindergarten as representative and can be reached by all other participants from kindergarten.

Result

Results of research include a general description of the program implementation of learning-based guidance in kindergarten and competence of teachers in implementing the program of learning-based counselling. The discussion of the results of the research include:

1. Training Program-Based Learning Guide

In general, the training program aims to improve the competency of teachers in developing learning programs based guidance in kindergarten. The special program aims to: (1) provide teachers in the control of the concept of learning-based guidance, (2) provide teachers to plan for learning-based counselling programs, and (3) provide an overview of the

program of learning-based counselling. Implementation materials given in this program include: (1) The concept of learning-based guidance (2) Development of learning-based counselling programs, (3) Concept of the Learning Oriented Development and the concept of Developmentally Appropriate Practice (DAP).

2. Based Learning assistance program guide

From the results support teachers in implementing the program of learning-based guidance in kindergarten is good enough, this can be seen from the learning process that is conducted when shown the assistance of counselling services, both individual and group services. The role of teachers in implementing the program of learning-based guidance need to be improved because there is still learning the practice-oriented academic and the treatment of non-appropriate practices.

Meanwhile, according to Ernawulan (2003) noted that a kindergarten teacher in implementing learning as educators and trainers, a teacher should:

- 1) Ability to find or to mark various problems or the tendency of the problems faced by children in kindergartens;
- 2) Ability to find a variety of factors, or the background may be a cause of the occurrence of obstacles or problems experienced by children in kindergartens;
- 3) Ability to choose how to resolve problems or obstacles faced by children in kindergartens;
- 4) Ability to create a conducive environment for children to grow kindergartens
- 5) Ability to interact and collaborate with parents in efforts to help resolve the problems faced by children in kindergartens;
- 6) Ability to establish cooperation with other communities in the kindergarten environment, such as: doctors, psychologists and other departments and the public about environmental kindergarten children.

3. Development Scenario-Based Learning Program Guide

Based on the results of the research, design, the scenario-based learning program guidance in kindergarten activities include learning and teachers' role in providing counselling services to children with the implementation of the integrated program of learning in kindergarten.

Conclusions and Recommendations

Based on the discussion of research has been done on the implementation of learning-based guidance, obtained the following conclusions:

1. Implementation of learning-based training program and guidance for teachers is one of the positive activities that are considered to be followed in improving teachers' competence and the role of teachers in implementing the program of learning-based guidance in kindergarten
2. Learning program based on the guidance of kindergarten can be implemented through the program and further implementation of the integrated program of learning in kindergarten
3. Development scenario-based learning program that created the guidance was developed based on the findings of research and study on conceptual learning-based guidance so that the implementation of learning-based guidance need to consider the draft guidance in kindergarten and characteristics of child development and learning that the implementation guidance in compliance process.

The suggestion recommended that the results of this research is aimed at the following:

1. Implementation Guidance Based Learning Program in Kindergarten

Suggestions in the implementation of the learning program based on the guidance for kindergarten teachers, should implement this program with the priority attention of counselling services that can integrated with the learning process in kindergarten, which is selecting

and designing the theme of learning and use of learning strategies that can facilitate integration with the guidance of learning in kindergarten.

2. Training Program-Based Learning Guide for kindergarten teachers and early childhood

Recommendations in the implementation of programs to improve the competency of teachers in learning based guidance priority treatment to remove practices that are less precise (inappropriate practices) in the implementation of learning in kindergarten. Implementation of the program can be in the form of training, workshops, seminars and workshops, upgrading or other education programs that can improve the competency of teachers, especially in the implementation of Guidance Based Learning in kindergarten.

3. Organizer kindergarten and PAUD

For institute of school organizer TK and institute PAUD specially to teachers TK is suggested to be more improved interest pass by attendance in so many activity that related to education of age child early, specially TK and can integrate service supervise in study program that has been designed the party of school or institute.

4. Further research

For researchers who are interested in further researching the issue of the same recommended for:

- a. Using a research approach towards research and development (Research and Development) to try out guidance based learning programs that have been made have been feasible or whether the necessary repairs and improvements, thus producing the model of learning that standards-based counselling and reliability in the field
- b. Using the techniques of collecting more data that can measure the effectiveness of learning-based counselling programs in kindergarten, not only use questionnaire and interviews and observation, but only with the case study to observe the implementation of the program more in-depth learning-based guidance in kindergarten.

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