

PROCEEDING SEMINAR AND WORKSHOP MID YEAR APECA 2015 IN SALATIGA



**Guidance and Counselling Study Program
Satya Wacana Christian University
Salatiga**

Katalog Dalam Terbitan

371.422

Sat
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Satya Wacana Christian University. Faculty of Teacher Training and Education
Proceeding Seminar And Workshop Mid Year APECA 2015 in Salatiga /
Editor Sumardjono Pm, Y. Windrawanto, Maya Rahadian Septiningtyas.-- .--
Salatiga : Satya Wacana University Press, 2015.
viii + 229; 21x29 cm

ISBN 978-602-1047-25-5

1. Eductaional counselling--Conferences 2. School counseling--
Conferences 3. Teaching--Aids and devices--Conferences 4. Educational
technology 5. Teaching I. Sumardjono Pm II. Windrawanto, Y III.
Septiningtyas, Maya Rahadian IV. Title

Published by :



Satya Wacana University Press

Satya Wacana Christian University

52 – 60 P. Diponegoro Road, Salatiga, Central Java 50711

Telp. (0298) 321212 Ext. 380, 229, Fax. (0298) 311995

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Cover Designer:

Yanuaradi Budi A., S.Kom

Layout: Griya Media, 21 x 29 cm,

First edition: August, 2105

ACKNOWLEDGEMENT

The faculty member and committee gratefully acknowledge the professional assistance of the following speakers and institution in the Mid Year Seminar and Workshop APECA :

Prof. Dato Dr. See Ching Mey

(Deputy of Vice-Counselor, Division of Industrial & Community Network, University Sains Malaysia)

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FOREWORD

Ladies and Gentlemen, Participants of Seminar and Workshop Mid Year APECA 2015 in Salatiga;

President of APECA Dr Tan Soo Yin and Vice Rector of Satya Wacana Christian University, the Dean Faculty of Teacher Training and Education and All of Friends of Guidance & Counseling lecturer; School Counselor whom I love in Christ,

Let me represent the Organizing Committee for Seminar and Workshop Mid Year APECA two thousand and fifteen (2015) in Salatiga, convey welcome in Salatiga little town and at our campus Satya Wacana Christian University. First we thank God Most Gracious, thanks to its shares for all of us can attend this morning to begin the Seminar and Workshop with the theme of :Counselling based approach to health and wellness. Facilitators come from negeri jiran Malaysia, Singapore, and participants come from Semarang, Jakarta, Bandung, Sukoharjo, Magelang, Tegal, Surabaya, Bogor, Kudus, Selong NTB, Suruh, Palu (Celebes), Solo, and Salatiga with the overall number of participants around 60 people. Thanks for the response of Brother and Sister to be present and participation in the Mid Year APECA 2015 in Indonesia. 21 th Biennial Conference and workshop APECA will be held in the Sydney Australia next November 2016. Mr. / Mrs. / friends here are invited to attend. We meet again in Sydney next year.

The committee thanked for Resource Person Dato Prof. See Ching Mey PhD come from USM Penang Malaysia, Mrs. Theresa Moo Chin Woon from KL; Dr Tan Soo Yin and Carine Lee PhD from National Institute of Education Nanyang Technological University Singapore and presentors from outside salatiga. We are Thank you too Rector SWCU, Dean Faculty of Education and Guidance and Counseling Department who has facilitated the committee so that within a relatively short time Mid Year Seminar and Workshop APECA2015 joint with Satya Wacana Christian University and can be planned and implementing today and tomorrow. With Collaboration Indonesia Guidance and Counseling Association Salatiga branch. Congratulations for Seminar and workshops, God bless us all.

Organizing Committee

Prof J.T Lobby Loekmono PhD
Chairman

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COUNSELING ROLE IN BUILDING CHARACTER EARLY CHILDHOOD IN SCHOOL

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ABSTRACT

Childhood is a child to the age of 0-6 years. At this time children are starting stages of development of basic or beginner, in which each stage requires a process of education and mentoring tailored to their age. When viewed through early childhood education at the school track the age groups divided into Toddler (0-2 years), playgroup (3-4 years), TK A (4-5 years), and TK B (5-6 years). Study materials are needed in Early Childhood Education material that is cognitive, behavioral, gross motor, and fine motor skills, which are all packed in a program to learn while playing. In addition to the material in early childhood education is also noteworthy about character education, where character education is not only the portion in learning in the classroom, but require the assistance of individuals, especially for children who have special cases, such as hyperactivity or inclusive. In the mentoring process is an early childhood teachers need to understand the concept and process of counseling for all early childhood. Teachers Early Childhood Education (ECD) instead of just focusing on learning in the classroom, but can become a counselor who care about the development of children's character. Education at an early age is not education that focuses on cognitive development only, but a greater percentage of education should be on the development of children's character. A counseling process inside and outside the schedule of learning is required for children. In the process of counseling individual or group counseling teacher gives her empathy for the child, but it also teachers can give advice and character education to children. The process of counseling to early childhood can be given through the game or audiovisual media, but more emphasis to the form of sharing between teachers and children, children with children.

Keywords: counseling, early childhood, character, education

A. INTRODUCTION

The world of education is currently facing major challenges to be faced, which the world is currently focused education to implement the government's program to produce a golden generation for the year 2045 prepared golden generation is a demographic bonus Indonesian people who need to be prepared early, starting in 2013 up to 2045, in order to have a generation that is ready to build the character of the Indonesian nation and advanced. Character generation must be built on the foundation of education, where every school not only prepares a curriculum that focuses on cognitive, but also emphasizes the affective, psychomotor, conative, and religious. Surely education is more focused on formal

education from primary school level up to the SMA (SMA / SMK), but it should not be forgotten also education actually begins on Early Childhood Education. In Early Childhood Education-lah basic concepts of character needs to be invested, like a plant that produces a sweet fruit, should be based on how the seeds were first planted. A person who planted the trees start to dig and provide fertilizer before planting seeds, they should be watered every day, surely the plant will produce good fruit.

Similarly, by forming a golden generation for the year 2045, the Indonesian people need to pay attention to the planting of the character in early childhood. Educators are struggling in Early Childhood Education (ECD) need to have the skills and special abilities in early childhood, which is the ability to explore the world of early childhood. Teachers were able to dive into the world of early childhood (0-6 years), then the teacher can form even build the character of early childhood in children, namely in terms of psychological and spiritual wellbeing. Therefore, early childhood teachers should master the basic principles of counseling, which can animate empathy for her students. Counseling is done in the world of Early Childhood Education can be done by individual counseling and group counseling. In individual counseling teachers can encourage children to talk about their everyday lives both at home and outside the home, while in group counseling, teachers can shape the dynamics of the group through coloring, storytelling, puppet stories, watching movies, and so were stained with nasehat- advice. The advice contains elements of moral values and religion.

Early Childhood Education and counseling are peeled in this paper focused on Childhood 3rd until 6th years old in school Early Childhood Education (ECD) Happy Kids Indonesia, Cilebut, Bogor, West Java. The title for this paper is the role of counseling in Early Childhood Building Character in Schools.

B. DISCUSSION

1. Counselors and Counseling in Schools Early Childhood Education (ECD)

The general sense of the counselor is a person who has special expertise in the field of guidance and counseling acquired through academic education with the task of helping a counselee who are experiencing problems through two-way communication, or more, in order to find a solution to the problems in the natural. The aid is also aimed at the

development of self and the person's personality. While the general meaning of counseling is the process of assistance provided by an expert in the field of counseling, the counselor to a counselee to find a way out of any problems experienced and develop themselves. Counseling process does not just happen in one meeting, but it can be more than twice until the person's feeling of relief in the minimum has devoted all her heart-related problems.

In the world of schooling from early childhood education to upper secondary counseling meant for academic life in the development of the sides of life of learners. The process of counseling at school is to help students not only for those who have problems, but also for self-development, including building the character of students, therefore, each school is appropriate to provide guidance and counseling teacher or counselor with a ratio of 1: 150 (one teacher for one hundred and fifty students).

Similarly, the formal school from elementary up to high school level, counseling is also needed for young children in school. Counseling process developed for young children to put more emphasis on persuasive side that serves for the cultivation of moral and character development. In Early Childhood Education classroom teachers should master the basic principles of guidance and counseling, because in Early Childhood Education (ECD) teachers serving only as a classroom teacher, but also as a companion in the process of personal growth of students. School counseling process in early childhood can be implemented by the class teacher himself, and therefore any early childhood teachers should be equipped on the basic principles of counseling, namely how to manage the process of both individual and group counseling. But it would be nice also early childhood schools have a counselor who actually have an academic degree a counselor, that of starta The Guidance and Counseling majors.

Guidance and Counseling in early childhood environments are also useful for identifying talents, interests, and potential students early on. That is, teachers and parents must have known that every child has a unique characteristic that once made the difference with the other children. This indicates that every child has talents, interests, and different tendencies.

The purpose of counseling for children according Geldard are as follows:

- a. Empowering children to face the painful emotional problems
- b. Empower children achieve several levels congruent with regard to thoughts, emotions, and behavior.

teacher also need the skills to memmperhatikan conative aspect of each learner. Conative aspect is also one factor supporting the success of students in learning. Without aspect nonatif-only supported by cognitive aspects, the students have not reached the maximum success in learning. Therefore an educator needs to evoke bias conative aspect in self-learners.

Religious aspects include: religious education in accordance with the religion held by learners. Religious education in Early Childhood Education not emphasize the memorization aspect of religious teachings, but more emphasis on how students can apply these teachings in everyday life.

Affective, psychomotor, conative, and religious are the parts of the character of early childhood development, in which these areas are not only emphasize on the areas of teaching, but rather the coaching to each learner. Coaching here more emphasis on the implementation process both individual and group counseling. In individual counseling emphasize early childhood teachers how to guide and assist students individually, for example, students who have learning problems, socialization, even special needs (Austis and so on). For early childhood teachers group counseling more emphasis on group dynamics, such as completing teach respect for parents through role play or learners are invited to see a cartoon and give comments on the behavior of every character in the film.

Group counseling for children can be done by several methods, such as role bet, games, puppet shows, imaginative stories, and drawing as well as the use of audiovisual media. Teachers have an active role in the process of group counseling, where teachers act as educators and counselors and tutors.

When children interact with the group, they explore their personal values, beliefs, attitudes, decisions and receive feedback from their peers. In the process of revealing these feelings, children learn social skills effectively and gain empathy, greater attention to the needs and feelings of others.

On the other hand there is the theoretical developments related to the cultivation of moral and character says:

- a. The teacher-child relationship needs to be warm, supportive, and mutual trust.
- b. The classroom needs to be a caring community and democratic, where the needs of each child will be competence, autonomy, and a sense of having fulfilled.

- c. Children will need opportunities to mendiskusikandan improve their understanding of moral values and how to apply them to everyday life in the classroom.
- d. Teachers need to use a proactive and reactive control techniques to help children to act in accordance with prosocial values and the increase (or at least not undermine) the above objectives.

Thus both individual and group counseling has an important role for Early Childhood Education in the development of their character. Because in the process of counseling the teacher can develop four aspects, namely affective, conative, religus, and psychomotor are aspects of the human character that needs to be developed from an early age. In the process of counseling these children are trained to learn alongside their peers to see sides of human life that has character.

3. Findings Data In School

The author expresses the opinions in writing on the based on the experience and findings of the authors of data in school building, namely the School of Early Childhood Education (ECD) Happy Kids Indonesia, Cilebut, Bogor, West Java.

The research method in this study, using observation, through technical observations by the author or performed by teachers in schools. Observations have been made since the last two years (since July 2013) with the support of data development of learners through the learning outcomes per semester. Number of students who were observed as many as 10 students from 35 students in the school. Learners selected at random, which consists of two children in the class Playgroup, 3 kindergartner A, and 4 B kindergarten children, and one child with special needs (ADD).

The learning process is more emphasis on the mentoring by teachers, classroom, where the techniques of individual and group counseling is done. In individual counseling teachers put more emphasis on children who have the ability to learn kuran with taking children to tell about their lives and to encourage parents to participate in the education of children at home. Counseling groups that do more emphasis on group dynamics, which are arranged such that the school curriculum in the form of the game, and watching pictures and movies. Teachers encourage children tell about the pictures, and movies they watch.

After that, the teacher asks the child to a conclusion which character needs to look like and which ones should not be imitated in their lives. Learning is done every month by using themes, some of them such as: the theme of cleanliness, loving friends, and respect their parents.

Results in character development of students for two years observed and given action (individual and group counseling) is a significant change, where children are initially often interfere friend, said dirty, hiperkatif, not having learned concentration has significant change. They begin to learn how to appreciate friends, greeting, respect for parents, and sharing and loving environment with clean living.

Especially for children who have special needs (special needs), the role of counseling is very big for the child, where the child originally could not concentrate in learning and live in his world, begin to interact with the teacher, daring to sing alone, and can develop themselves.

C. CONCLUSION

Both individual and group counseling has an important role for Early Childhood Education in the development of their character. Because in the process of counseling the teacher can develop four aspects, namely affective, conative, religus, and psychomotor are aspects of the human character that needs to be developed from an early age. In the process of counseling these children are trained to learn alongside their peers to see sides of human life that has character.

Results of the action taken in Early Childhood Education Happy Kids Indonesia show significant results between the application of counseling with the students to develop character, after which learners are given counseling process both individual and group (group dynamics), such that any positive change in themselves participants students, especially those with special needs. Therefore, every school should train early childhood teachers every classroom to have the skills to carry out counseling. The counseling process using several methods, such as role bet, games, puppet shows, imaginative stories, and drawing as well as the use of audiovisual media. Teachers have an active role in the process of group counseling, where teachers act as educators and counselors and tutors. Thus Counseling Having a Significant Role in Early Childhood Building Character in Schools.

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