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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. vii + 239; 21x20 cm


Published by:

Satya Wacana University Press
Satya Wacana Christian University
52 – 60 P. Diponegoro Road, Salatiga, Central Java 50711
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Guidance and Counseling Service to Improve Early Childhood

Self-Control at Early Childhood Education at Salatiga

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Self-control is a psychological condition that influences other behavior formation. Misbehavior and destructive attitude are increasing among children. Researches concluded that someone’s learning achievement, harmonious relationship to each other, good mental and discipline are influenced by self-control ability. Early childhood years are in rebellious phase where they have low self-control even they tend to be impulsive and have high imitative ability. Without appropriate nurture, children will grow worse than before in the next phase. Based on this case, it is needed to develop guidance and counseling to improve early childhood’s self-control at early childhood education. This research used mixed method that it mixed qualitative and quantitative method solidly. The subjects of this research were 27 students of early childhood education, 27 students’ parents, 3 principals and 4 teachers as informant. This research used questioner, interview, and observation as techniques of data collection. Guidance and counseling service to improve students’ self-control was implemented through teacher who taught students based on the guidance of guidance and counseling program proposed by counselor. The learning guidance was arranged comprehensively, which involved cognitive, affective, and behavior aspects. From the research result, it can be concluded that, guidance and counseling service which was conducted comprehensively using cognitive, affective, and behavior approach can improve early childhood’s self-control.

Keyword: Guidance and Counseling Service, Self-control, Early Childhood.

Background of the Study

Indonesian education grand design prepares gold generation as a gift from Indonesian Independence Day in the next of 2045. Giving a lot of attention for early childhood education is one of its agendas. Nevertheless, education faces some big challenges to create those gold generations; one of the problems is behavior transformation, the way of thinking and the student way of life affected by globalization.

The impact of students’ mental attitude changes can be seen from the increase of destructive and asocial behavior among students. The news about a brawl among students, a gangster mob attack, drug abuse, and defilement appear in electronic and mass media everyday. Those crimes will not happen if children have good self-control. Thus, training self-control from early childhood can reduce crime deed which is potentially happen to children.
Teaching self-control is able to form good attitude which support children successful learning.

Many researches show that crimes and destructive attitudes are caused by someone’s low self-control (Evans et al.; Burton et al. in McMullen, 1999). Even, someone’s psychological health, narcissism, psychopath, and antisocial attitudes are influenced by someone’s disability to control him (Vaughn, 2007). A research which was conducted by Griffin and friends resulted that self-control can be a preventative factor toward teenagers in doing sex and alcohol consumption.

Self-control is an ability to restrain from awhile desire or boost to do something which is contrary with norms, or acceptable regulations (Berk, 1993). Self-control can also be meant by an ability to delay a gratification (Logue, 1995). Someone’s ability to control himself will influence the other attitude formation. Various psychological researches show that self-control is an important psychological functioning and conclude someone’s mental and physical health. Skinner wrote the previous research result (Baltes and Baltes, 1986; Fiske and Taylor, 1991; Thomson and Spacapan, 1991) that self-control deals with someone’s success, health, achievement, motivation, coping, self adaptation, and the success in many aspects of life.

Guidance and Counseling for early childhoods is crucial program which should be conducted because early five years stage is meant as golden ages for them. Individual formation at five years determine children’s attitude in the future. Guidance and counseling for early childhood students is based on the new paradigm in guidance and counseling that the population target of guidance and counseling service is now more available in various actions, and life such as; in the school, outside of school, family, business and industry, hospital, prison, from children up to old people, for normal or abnormal person (Kartadinata, 2001).

One of guidance and counseling principles states that is conducted in all sort of life setting, which means that counseling is not only be conducted at school, but also can be done in the family, state or private institution, formal, non formal, and informal education (National Educational Department, 2008). The implementation of guidance and counseling for pre-school students is supported by the expectation of counselor performance which has been started from kindergarten level, as written in the regulation of guidance and counseling managing in formal education, which states that the expectation of counseling
at home are not similar to their behavior at school. Rosas in his research recommended the
importance of cooperation between teacher and parent to improve children social and
emotional skill.

The Implementation of Guidance and Counseling Service at Early Childhood Education

The implementation of guidance and counseling was started with Focus Group
Discussion (FGD) which was used to identify the problems faced by teachers and parents
and identify the techniques to solve the problems. The importance of parents and teachers
taking part in pre-assessment is in line with the Crane et.al statement (2011) that parents
and teachers need to get involved in conducting children’s behavior assessment because
they know more about their children’s behavior. Meanwhile, teacher also should get
involved in solving problem and giving guidance and counseling. This technique is in line
with Bertolino’s view (2002) telling that counselors are not the single experts who are able to
solve all clients’ problems, but they need good cooperation with other parts who know
about the clients.

The next step, counselor arranged learning guidance which was used to develop
children’s self-control by involving the teachers. Teachers’ involvement in planning the
learning is supported with Curtis and Van Home (2014) view who said that counselor needs
a cooperation to make a plan, solve the problems, and to get the expected result. A
planning which is involved by teacher was intended to fulfill the expectation which is
needed. Bertoline (2002) said that counselor should pay attention to the expectation and
clients’ need when they do collaboration. He also said that counselor should emphasize on
clients’ capability and resources. With their competences, teachers can be useful resource
for guidance and counseling service.

Learning guidance which was used as teachers’ guidance in training and educating
self-control covered four materials of activities where each of them consisted of cognitive,
affective, and behavior aspects. The material which were used to teach self-control were
game rules, emotions and how to express them, followed with direct practice then,
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between 2-4 years old, in the age of 3, children are authoritative, then when they are 4 years old, they have desire to trick their friends. Children’s angers are expressed with destructing things around them. In these ages, children are in troztaltet phase or rebelling phase which is signed with bad attitudes such as stubbornness, resistance, in-submissive, and they tend to protest (Kartono, 1995).

The profile of early childhood self-control in all indicators can be seen in the following graph.

![Graph showing self-control levels]

**Chart 1. The Profile of Early Childhood Self-Control**

Based on chart 1, it is clearly showed that children having high self-control are fewer than children having low self-control, even this chart shows that there are many children having very low self-control. This result is in line with the previous research that the characters of children phase are fond of assailing physically, verbally with harsh word. They express their anger through destroying things around them; they tend to be impatient and egoistic. The behaviors which described above are the indication of children having low self-control. The research which was conducted by Coggins (2008) concluded that anger and aggressive responses grow hand in hand with tenacity and other positive characters.

Parents’ appraisals toward children self-control were worse than teachers’ appraisal. It means that children’s attitude at home are worse than their attitude at school. This fact indicates that there is imbalance of education implemented in school and at house. This fact is supported with one of research results conducted by Rosas (2009) that there are differences between teachers’ appraisals and parents’ appraisals. Parents stated that children’s behavior problems are two times more than the teachers reported. Rosas concluded that children’s behaviors are influenced by their environment so their behaviors
Subject and Research Setting

The subjects involved in this research were 27 students of kindergarten/ Islamic kindergarten, 3 principals, and 4 teachers. This research was conducted in 2 kindergartens and 1 Islamic kindergarten at Salatiga.

Techniques of Data Collection

There were some techniques which were used to collect the data in this research as follows: 1) Observation; it was aimed to reveal students self-control before and after the implementation of guidance and counseling service and the implementation of guidance and counseling in the classroom; 2) Interview; it was used to inquire the information from the parents and teachers about the condition of children self-control. 3) Test; it was conducted in this research to reveal teachers' and parents' knowledge about parenting strategy to improve children self-control.

Techniques of Data Analysis

The quantitative data was analyzed using t-test to know the difference between the condition of children before the implementation of guidance and counseling service and after the implementation of guidance and counseling service. The qualitative data was analyzed using content analysis to get the data which was needed.

Research Result and Discussion

The Profiles of Early Childhood Self-Control

The research result showed that early childhood self-control tend to be low, even it was in sub-variable of emotion and control of thinking, so it was found that they are in very low category. This result is in line with Logue view (1995), that children's self-control is low even they tend to be impulsive. In addition, when it is seen from psychology of children development, Hurlock (1978), wrote that aggressive behavior improves when children are
Guidance and Counseling for Early Childhood

Shorter and Stone (1971) defined guidance as "...process of helping an individual to understand himself and his world". The implementation of guidance and counseling in early childhood education (PAUD) refers to one of guidance principles that guidance is conducted in many aspects of life (National Education Department, 2007). The implementation of guidance and counseling service for pre-school students is supported by the expectation of counselor performance which has been started from kindergarten level, as written in the regulation of guidance and counseling managing in formal education (National Educational Department, 2008).

The application of guidance counseling and counseling in early childhood education has been ruled in guidance book of guidance in kindergarten which explains that the objective of guidance in kindergarten is to help students to know themselves and their surrounding environment, as an attempt to build their self-independence based on their level of their tasks (National Education Department, 2006). The implementation of guidance and counseling in early childhood education is not similar to the implementation of guidance and counseling in higher education level. It is because of the special characteristics owned by early childhood. The implementation of guidance and counseling in early childhood education can be referred to the guidance of the implementation of guidance in kindergarten which published by National Education Department (2006) which describes the job description of each guidance and counseling service personnel in kindergarten.

Research Methodology
Approach and Research Design

The research to improve early childhood self-control used mixed methods that mix between quantitative research and qualitative research interactively and supportively. Mixed method was used to get comprehensive research result and to get the research theme deeply Creswell (2008).

The design of one-group pretest-posttest design which was used to test the effectiveness of the implementation of guidance and counseling service and counseling could be seen through the following figure.
adaptation, ability to build interpersonal relationship, and good achievement. Self-control is more influential for students’ academic achievement than their intelligences (Duckworth and Seligman, in McCullough and Brian, 2009). High self-control people have small possibility to consume alcohol, to get involved in crimes, to be avoided from nasty behavior, tend to keep their health, and do healthy life (Baumeister and Vohs, 2007). Persons whose childhood had the ability to control themselves or to delay their gratification show good academic achievement. They will attain better social adaptation when they reach adulthood (Mischel, Shoda, and Rodríguez, 1989).

Early Childhood

Early childhood is children age range which is between 0-6 years old as written in the constitution of Indonesian Government Regulation no.20/2003 which stated that Early Childhood Education is an endeavors to develop children from 0 to 6 years old through the educational stimulus to support their spiritual and physical development as the preparation of their readiness to continue to the next level of education. Then, in chapter 28 verses 1-3 of this regulation is written that early childhood education is conducted before elementary level and it can be conducted through formal, non-formal, or informal education. Realization of formal early childhood education is in the form of kindergarten (TK), Islamic Kindergarten (RA), while the form of non early childhood educational institution is playgroup (KB), toddler consignment, Pos PAUD and the other kinds of early childhood educational institution.

The Characteristics of Early Childhood

Piaget (in Seefeldt, 1990) said that children between 2-7 years old have egocentric view. Hurlock (1978) stated that children’s aggressive attitude grows when they are 2-4 years old, and then it reduces from physical attitude to verbal attitude which is in form of scolding and blaming other people. The expression of anger in children can be released with destructing things around them. The special characters of early childhood which tend to be impulsive are in trotsalter phase which is signed with stubbornness, resistance, having good imitative capability, and having egocentric characters. Hurlock (1978) explained that the character of children emotions are having strong, over, and stable emotion. Children have strong imitative capability which is possible for them to imitate people around them. The special characteristics of early childhood needs appropriate handling.
performance is started from kindergarten up to university level of education (National Educational Department, 2008).

The importance of giving self-control for early childhood students is based on the characteristics which are in the children. First, children are in trazalter phase, it is indicated with disobedience, stubborn, resistance over emotional attitudes and they tend to be submissive (Kartono, 1995). Early childhood also has low self-control and tends to be impulsive (Logue, 1995). This phase will continue to the next phase if they are not nurtured with appropriate care. Second, early childhood has high imitative capability (Hullock, 1978); children might imitate bad behaviors from their environment, and imitate his parents' self-control easily.

Based on the background, it is needed to develop an approach to conduct guidance and counseling program in early childhood education that will be able to improve early childhood's self-control. Guidance and counseling service approach which is used is an approach which integrates cognitive, affective, and attitude aspects to improve knowledge, emotional development, and children behavior formation. Self-control is 4-6 years children's ability in Kindergarten/Islamic Kindergarten to restrain their desire and to manage their attitude so that it cannot impair them and the others, which covers ability to control emotion, thinking, and attitude in order to be balance with their environments based on teacher and parents' observation.

**Self-control**

Berk (1993) proposed self-control as someone's ability to restrain from awhile desire or boost to do something which is contrary with the norms and acceptable regulations. This definition is similar to what Logue (1995) said that self-control is someone's ability to decide a choice from choices, to consider negative or positive seen from size, outcome, and consequence aspects. Logue mentioned that self-control is the opposite of impulsive attitudes.

Self-control is important for the success of many parts of life. The formation of good, positive, and productive attitude needs high self-control. Self-control ability influences the harmony of building good relationship, good study habit, good discipline in school and society, healthy sexual attitude, and other habitual formations. Research from Tangney, Baumeister, and Boone (2004) concluded that high self-control students have better
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Guidance and Counseling Service to Improve Early Childhood

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Lilik Srijanti
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viii + 229; 21x29 cm


Published by :
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Subject and Research Setting

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Techniques of Data Collection

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The quantitative data was analyzed using t-test to know the difference between the condition of children before the implementation of guidance and counseling service and after the implementation of guidance and counseling service. The qualitative data was analyzed using content analysis to get the data which was needed.

Research Result and Discussion
The Profiles of Early Childhood Self-Control

The research result showed that early childhood self-control tend to be low, even it was in sub-variable of emotion and control of thinking, so it was found that they are in very low category. This result is in line with Logue view (1995), that children’s self-control is low even they tend to be impulsive. In addition, when it is seen from psychology of children development, Hurlock (1978), wrote that aggressive behavior improves when children are 134
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The implementation of guidance and counseling was started with Focus Group Discussion (FGD) which was used to identify the problems faced by teachers and parents and identify the techniques to solve the problems. The importance of parents and teachers taking part in pre-assessment is in line with the Crane et al. statement (2011) that parents and teachers need to get involved in conducting children’s behavior assessment because they know more about their children’s behavior. Meanwhile, teacher also should get involved in solving problem and giving guidance and counseling. This technique is in line with Bertolino’s view (2002) telling that counselors are not the single experts who are able to solve all clients’ problems, but they need good cooperation with other parts who know about the clients.

The next step, counselor arranged learning guidance which was used to develop children’s self-control by involving the teachers. Teachers’ involvement in planning the learning is supported with Curtis and Van Home (2014) view who said that counselor needs a cooperation to make a plan, solve the problems, and to get the expected result. A planning which is involved by teacher was intended to fulfill the expectation which is needed. Bertolino (2002) said that counselor should pay attention to the expectation and clients’ need when they do collaboration. He also said that counselor should emphasize on clients’ capability and resources. With their competences, teachers can be useful resource for guidance and counseling service.

Learning guidance which was used as teachers’ guidance in training and educating self-control covered four materials of activities where each of them consisted of cognitive, affective, and behavior aspects. The material which were used to teach self-control were game rules, emotions and how to express them, followed with direct practice then, familiarize them in daily activity under teachers and parents monitoring.
The Effectiveness of Guidance and Counseling Service to improve Early Childhood Self-control

The effectiveness test for Guidance and Counseling service used t-test analysis by comparing the pre-condition of children’s self-control (pre-test) with the condition of children’s self-control after implementing Guidance and Counseling Service (post-test). The result of analysis and t-test showed that there is significant development of children self-control after implementing guidance and counseling from the pre-test. Based on the result of analysis, it can be concluded that guidance and counseling service is effective to develop early childhood’s self-control.

Early childhood self-control was divided into three sub-variables in this research; emotional control, thinking control, and behavior control. Based on the result of analysis and t-test, it can be concluded that there is an improvement of mean score for children’s self-control for all sub-variables after implementing the guidance and counseling service. It means that guidance and counseling can improve children’s emotional control, thinking control, and behavior control.

Based on the analysis of each indicator, it can be found that there was significant development of each indicator, by comparing before implementing the guidance and counseling service with after implementation of guidance and counseling. It means that guidance and counseling can improve children capability to express their feeling which happen to them, to express feeling which can be expected by other people, to control anger, to process information to overcome inconvenience condition, to interpret an event by its positive side, to control inconvenience situation which is contrary with self-need, to control inconvenience situation with other people’s help, to avoid inconvenience situation, and to delay the self-satisfaction.

One of the factors which influenced the success of the guidance and counseling service are the readiness and well prepared collaboration among principals, teachers, and counselor to cooperate in one team, teachers’ ability and willingness to do the task based on the script, and supporting facilitation to conduct the guidance and counseling service.

Conclusion

The profile of early childhood’s self-control tends to be low. The research result supports the previous literatures and research which concluded that the condition of early
childhood’s self-control is still low and it tends to be impulsive. Based on the parents’ appraisal, children’s self-control at home are lower than children’s self-control at school based on teacher appraisals. It shows that there is imbalance between educational system conducted at home and at school, and it also indicates that there is no learning continuity at school and at home. Guidance and counseling service in early childhood education is conducted by teacher through learning activities. Guidance and counseling service that can improve children’s self-control covers three aspects; cognitive aspects by giving knowledge, affective aspects by improving children’s emotion, and behavior aspects by implementing the activity in daily life.

References


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Undang-Undang nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.