



Implementation of Guidance and Counseling Techniques in Kindergarten

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ARTICLE INFO

Article history:

Received: June, 02 2025

Revised: June, 10 2025

Accepted: August, 12 2025

Keywords:

Guidance and Counseling,
Kindergarten,
Early Childhood



bit.ly/jpaUNY

ABSTRACT

The purpose of this research is to describe how the implementation of Guidance and Counseling (BK) techniques is utilized at As-Sa'diah 1 Kindergarten in Samarinda City to support children in improving their socio-emotional development. This research employs qualitative methods, utilizing a case study approach. Data collection included observations, semi-structured interviews, and analysis of psychological test documents. The research findings indicate that the head of the institution, teachers, and parents collaborate to implement various Guidance and Counseling techniques in this institution. As an inclusive institution, this organization implements parenting programs, psychological tests, and child development screenings through collaboration with professional institutions. The Guidance and Counseling techniques applied in this institution include singing, storytelling, role-playing, drawing, and playing. The research results show that this institution has implemented the principles, teachers have performed their roles, applied techniques, and conducted evaluations in providing Guidance and Counseling services. Although there are obstacles in its implementation, such as teachers not having the opportunity to develop competencies and not having a background in Guidance and Counseling education, this institution strives to seek new insights to provide optimal services through cooperation with professional institutions, collaboration with parents, and gathering information from the internet and educational videos on social media.

INTRODUCTION

In the world of education, Guidance and Counseling (BK) plays a crucial role in schools, supporting students' academic and social-emotional development (Fauziah et al., 2025). Guidance and Counseling teachers are primarily responsible for helping develop students' abilities and talents (Fitriana et al., 2021), and assessments conducted by Guidance and Counseling teachers play a crucial role in educational institutions (M. Y. M. Hasibuan et al., 2024). Guidance and Counseling services are crucial for developing programs and helping students gain a deeper understanding of themselves. A structured Guidance and Counseling program will help students gain better insight and understanding of themselves, enabling them to reach their full potential in learning, career, social, and personal areas based on their needs and developmental stages (Amelia S et al., 2024).

Guidance and Counseling are essential in Kindergarten (TK) as a means to help Early Childhood (AUD) grow and develop optimally and overcome obstacles (A. Z. Nasution et al., 2023). Guidance and Counseling have a positive impact on various aspects of child development (F. Nasution, Aulia, et al., 2023). Guidance and Counseling services in kindergarten are crucial because children need a supportive environment to achieve their full potential, encompassing cognitive, physical, motor, psychological, and socio-emotional aspects (Siregar et al., 2023). Guidance and Counseling in Kindergarten is also crucial due to its role in supporting and assisting teachers and parents in developing the developmental potential of early childhood, which is often achieved through play, singing, dancing, and other related activities (Fernando, 2020). This is supported by theories proposed by experts such as Freud, Erikson, Piaget, and Vygotsky, who argue that play techniques have significant benefits for children's development (Hayati & Putro, 2021). In efforts to improve the development and character formation of early childhood, the



role of parents is not only crucial; guidance and counseling by teachers in kindergarten also play a crucial role. If kindergarten guidance and counseling teachers provide appropriate guidance and counseling services, this will have a positive impact on shaping children's character (F. Nasution, Ummi, et al., 2023).

Based on the results of previous research, there are still many kindergartens that have not implemented the Guidance and Counseling service program properly, even though they have implemented Guidance and Counseling services in kindergarten, in practice in the field some PAUD teachers can conduct assessments but have not been able to formulate information from the results of the assessment (Rachman et al., 2023). To understand the characteristics of different children, teachers can use initial diagnostic assessments, interviews, and observations to determine the needs of Early Childhood (AUD) (Layly et al., 2024). The results of Hadiarni & Shaqhira (2023) study also found that most PAUD teachers have several obstacles that hinder the achievement of Guidance and Counseling services even though they have implemented Guidance and Counseling services in kindergarten, namely some AUD experience problems that require special handling, limitations of PAUD teachers' insight and skills regarding Guidance and Counseling services, and lack of training for PAUD teachers related to the implementation of Guidance and Counseling services in kindergarten. The research findings indicate that kindergartens have not yet implemented guidance and counseling services optimally, as they lack specific guidelines for their implementation. However, elementary and secondary schools do have clear guidelines or guidebooks (Kemendikbudristek RI, 2022). Therefore, this research provides a new contribution to the broader picture of guidance and counseling implementation in kindergartens.

The successful implementation of Guidance and Counseling in kindergarten also depends on collaboration between relevant parties. Studies show that the involvement of the institution's head, teachers, and counselors in evaluating and implementing Guidance and Counseling programs can optimize services for early childhood. Collaboration between these various parties is key to addressing complex social-emotional issues in children, such as difficulties in controlling emotions and socializing. With the proper techniques and the involvement of various parties, including the government, institutions, and the community, the implementation of Guidance and Counseling programs in kindergarten can be optimally implemented. This collaborative model has the potential to develop a comprehensive support system for early childhood development in the kindergarten educational environment (Mashudi et al., 2023).

The difference between this study and previous studies lies in the primary focus of the research and the actual picture in the field regarding the implementation of Guidance and Counseling in Kindergarten. The research conducted by Mustofa et al. (2024) and Iqbal et al. (2024) focused on the Guidance and Counseling program and its evaluation in the school environment. I. A. Hasibuan et al. (2023) focused on the implementation of Guidance and Counseling services in Kindergarten, while the research conducted by Sitompul (2021) and Fransiska et al. (2024) focused on Guidance and Counseling techniques in overcoming social anxiety disorders in early childhood. The research conducted by Rafizah et al. (2025) also discussed the actual picture of the implementation of Guidance and Counseling in Kindergarten, but did not fully discuss the implementation of the Guidance and Counseling principles used. Although several studies have discussed the implementation of Guidance and Counseling techniques in Kindergarten, there has been no research that provides a comprehensive description of the principles, roles of teachers, techniques, and evaluation in the implementation of Guidance and Counseling services in Kindergarten, especially those focused on inclusive institutions.

Based on the above explanation, this study aims to describe the implementation of Guidance and Counseling techniques at As-Sa'diah 1 Kindergarten in Samarinda City. The data presented includes how teachers apply Guidance and Counseling techniques to help children overcome developmental challenges and support their social-emotional development. Therefore, the results of this study are expected to contribute to the development of Guidance and Counseling practices in kindergarten.

METHOD

This research uses a qualitative method with a case study approach. Qualitative methods are chosen to gain a deeper understanding of a problem through detailed descriptive explanations. The case study approach is used to study a particular phenomenon or event in a comprehensive and detailed



manner. This research involved one resource person, namely the principal of As-Sa'diah 1 Kindergarten in Samarinda City. Data collection was conducted through observation, semi-structured interviews, and document analysis. The instruments used in this study included interview guidelines, observation guidelines, and documentation in the form of voice recordings and document analysis, including child psychology tests and their evaluation results. Data analysis was conducted by compiling data from interviews, documentation, and field notes, and then describing the results. Then, collect similar information, draw conclusions, and conduct data triangulation.

The data collection phase lasted one month due to data saturation. Next, a data reduction process was conducted to focus on data relevant to the established research scope. The reduced data was then presented descriptively to facilitate understanding and interpretation of the research results. In the final stage, the researchers drew conclusions based on the analyzed data (Figure 1).



Figure 1. Research flow

RESULTS AND DISCUSSION

Based on interviews with the institution's Head, it was determined that the institution has implemented various Guidance and Counseling techniques, despite not having teachers with a background in guidance and counseling education. From the perspective of understanding basic concepts, the head of the institution understands the importance of Guidance and Counseling in kindergarten, this can be seen from the head of the institution's answer regarding the basic concepts and implementation of Guidance and Counseling techniques in kindergarten which are implemented with an approach that involves all components of the institution, starting from the head of the institution, class teachers, to parents of students. This aligns with the principle of collaborative Guidance and Counseling, which holds that Guidance and Counseling services are a shared responsibility and involve multiple related parties in education (Aprila et al., 2024). The head of the institution stated that although they have never attended exceptional Guidance and Counseling training, teachers try to seek information through various sources, such as the internet, educational videos, and collaboration with professional institutions, including the Samarinda City Center for Disability Services and Inclusive Education (PLDPI) and Grahit Indonesia. This condition reflects a strong commitment to delivering the best service to students.



Figure 2. Collaboration with the PLDPI professional institution in Samarinda City



Implementation of Guidance and Counseling Principles in Kindergarten

This institution implements Guidance and Counseling services with a special focus on Children with Special Needs (ABK) and non-ABK children. The implementation of services is carried out through several programs, including: a parenting program that is carried out by creating an agenda with teachers and parents with different topics in each meeting, this program is carried out through two mechanisms, namely collaboration with PLDPI and independently by the institution, such as agreements regarding things that should not be done in front of children, for example saying bad words, committing violence, and so on. This program is very important especially for the development of children's character (Adawiyah & Ilhami, 2025; Herayati et al., 2023; Mustarsida et al., 2023; Nadia et al., 2022; Nopiyanti & Husin, 2021; Y. Nuraeni et al., 2023; Wisman et al., 2025), this program aims to provide insight to parents regarding correct childcare patterns (Fatmawati, 2023), both for parents who have normal and abnormal children (Hidayati & Warmansyah, 2021). This institution also conducts psychological tests in collaboration with Grahita Indonesia which are carried out once a year as an effort to improve the ability of teachers in implementing early childhood education (Rahmi & Wijayanti, 2024), this test is carried out to determine the level of intellectual development, the level of learning mechanisms, the level of emotional development, learning typology, and notes for the benefit of children's learning. These results will be used as an evaluation for teachers and parents so that they can provide education and parenting patterns that are appropriate to the child's character. In addition to parenting programs and psychological tests, this institution also carries out child development screenings in collaboration with the Center for Disability Services and Inclusive Education (PLDPI) with the aim of monitoring children's cognitive, physical-motor, social-emotional and language development, as well as detecting early if there are developmental delays in children (Sinaga et al., 2021) so that this can be used as an effort to prevent and treat developmental problems in children (R. Amalia et al., 2024; Sutini et al., 2023).

In general, Guidance and Counseling has work ethics standards and fundamental principles (F. Nasution, Aulia, et al., 2023). This is also implemented in this institution, specifically by promoting work ethics and the basic principles of Guidance and Counseling, such as maintaining the confidentiality of student data and ensuring the openness of non-personal information. Teachers at this kindergarten also apply the principle of responsiveness in handling problems and are active in providing services. This is evident when teachers work with children who have developmental or behavioral issues; teachers are proactive in providing treatment tailored to the child's unique characteristics, based on the results of psychological tests and evaluations conducted. This institution applies the principle of providing direct examples rather than orders, as conveyed directly by the head of the institution.

.....we do not give orders, but provide good examples, because children like to imitate what they see and hear...

This is in line with (Fadilah, 2025; Lawe et al., 2020; Nuria & Anam, 2022) et al., 2020; Nuria & Anam, 2022) that early childhood is in the imitation phase, namely imitating what they see and hear, then teachers must also provide role models and apply habits to children so that they can form good character in children (A. P. Amalia & Harfiani, 2024; Halimatussa'diah & Napitupulu, 2023; Inayah & Wiyani, 2022; Nurhayati et al., 2024) which shows teachers' understanding of the characteristics of early childhood development.

The Role of Teachers in Guidance and Counseling Services

In the implementation of Guidance and Counseling services in kindergarten, roles are divided between the head of the institution and the class teacher. The head of the institution serves as the primary program manager and coordinator, overseeing interactions with various parties. This aligns with the research of Putranti et al. (2020), which generally indicates that the head of the institution is responsible for overseeing the planning, implementation, reporting, and provision of supporting facilities for Guidance and Counseling services. The head of the institution also acts as a counselor, which aligns with the research of Nurjaman et al. (2024), who found that the head of the institution plays a role in helping students overcome the problems they face. Meanwhile, the class teacher acts as a direct guide,



assessor of child development, and implementer of programs in the classroom. The head of the institution and the class teacher share the roles of program managers and counselors, serving both students and their parents. This was conveyed directly by the head of the institution.

... the class teacher and I, as the head of the institution, act as counselors for the children and their parents. We listen to their difficulties and help find solutions. As for the program, I do not dominate the design; it does not have to be my way. I solicit suggestions from the teachers so that each teacher has the opportunity to contribute to the institution's growth, not just me.

This aligns with research by Mulyati & Kamaruddin (2020), which discusses the role of teachers in Guidance and Counseling programs as generally mentors, counselors, organizers, and evaluators. The work system implemented is collaborative, where all decisions are discussed together and involve the active participation of all components of the institution, namely teachers, professional institutions, and parents.

Guidance and Counseling Techniques Applied

In general, guidance and counseling can be used to prevent and address student problems (N. Nuraeni et al., 2023). Guidance and counseling services offer various types of services at each level, tailored to the age and developmental stage of the students (Mufidah et al., 2021). In secondary school, students are already experiencing complex and profound problems, so communication methods, techniques, and development focus on problem-solving. However, in kindergarten, the same approach cannot be applied. Kindergarten children love to play, so the techniques used must also be creative and fun (Sitompul, 2021).

This institution employs several Guidance and Counseling techniques, including singing and clapping together, which are practiced daily by teachers and children when starting and ending learning activities. This technique is carried out to stimulate aspects of child development (Amin et al., 2025; Hayani et al., 2022; Hilman et al., 2024) as well as forming children's character through the words in the songs sung (Aulia et al., 2022; J. P. A. U. Dini, 2022; Istifadah, 2022). Next is the storytelling technique employed daily by teachers, who read fairy tales or simple stories to impart values and morals to children (J. Dini, 2022; Kartini et al., 2022; Makhmudah, 2020; Putrayasa & Sudiana, 2021; Salimah et al., 2023; Saraswati et al., 2020). In addition to fairy tales, children are asked to share their experiences, both from activities they have done and activities they want to do. This technique is to help children improve their language skills (Habibatullah et al., 2021; Nurahmawati et al., 2023; Tohamba & Ukbayana, 2024). Teachers also apply drawing techniques, for example, teachers provide opportunities for children to express their feelings and thoughts. After drawing, children will be asked, "What did you draw?", "Why did you draw that?", and "why did you choose that color?" From these questions, children will describe the drawing they have made, allowing them to express their feelings and thoughts in a creative, artistic form (Aryani & Zaly, 2021; Faizin, 2024; Hardiyanti, 2020; Prameswari et al., 2025; Widiyawati & Suryana, 2024). The following technique applied is role-playing, such as playing doctor-patient roles using provided toys, to develop children's self-confidence and social-emotional abilities (Diana & Setiawan, 2022; Hafiyah & Zaini, 2022; Nikmah et al., 2022). The following technique is play. A standard question-and-answer game involves asking children to line up and then asking simple questions related to hadiths, prayers, numeracy, natural sciences, and citizenship (for example, symbols, national emblems, and Pancasila). The goal of this game is to develop children's cognitive abilities (Muzdalifah & Novitawati, 2024; Ulfa, 2022). All implemented techniques are incorporated into daily learning activities and are outlined in the lesson plan (teaching module). Singing, storytelling, drawing, and playing activities are the main media in Guidance and Counseling services at this institution because they can develop the six aspects of child development in an integrated manner. The head of the institution conveyed this

In kindergarten, we often play, sing, draw, and tell stories because, besides stimulating various aspects of child development, playing makes children happy. When children are happy, they can socialize, cooperate with friends, respect their friends, and share with them. By coloring, they



can also mention or retell what they did earlier, such as why they chose that color, and they will tell the story. By singing, their motor skills also develop, as they enjoy singing while clapping and jumping. Indeed, this technique is used by teachers for Guidance and Counseling in kindergarten...

This is also supported by research conducted by Gelddard, as cited in the study by I. A. Hasibuan et al. (2023), which indicates that children enjoy learning and communicating through play. Through this activity, aspects of language, cognitive, social-emotional, fine motor skills, gross motor skills, and moral religious values can develop simultaneously, this is supported by research by Hayati & Putro (2021) which states that play techniques can develop all aspects of development in children and this is by the theories of several experts such as Sigmund Freud's psychoanalytic theory, Erik Erikson's psychosocial theory, Piaget's cognitive development theory, and Vygotsky's social relationship theory. This demonstrates that the institution has a good understanding of the characteristics of early childhood learning, which are holistic and integrative.



Figure 3. Applies Question-And-Answer Play Techniques For Children

Evaluation and Follow-up

The evaluation system at this institution is conducted daily through regular teacher meetings after lessons (learning communities). Learning communities (kombel) allow teachers to share information, discuss goals, and evaluate to improve the quality of learning and teacher competency (Harlita & Ramadan, 2024; Tasrif et al., 2024). Any problems that arise are discussed together and solutions are sought for implementation the following day. Specific targets are set for each child, with a clear timeline, and regular evaluation and follow-up on target achievement are carried out (Puspitaningrum et al., 2024; Setiawan et al., 2024; Tapung, 2024). If the implemented solution does not show results, teachers will seek alternative solutions, as conveyed by the head of the institution

After each lesson, the teachers gather for an evaluation. For example, if there is a problem in class, all teachers help resolve it. For example, if something happened today, action must be taken tomorrow. We also have targets, such as improving this child's behavior within a week. So, if there is a problem today, an evaluation is held in the afternoon, and action is taken the next day. Then we see the results after this process to see if there is any improvement. If there is still no improvement, we look for another solution...

For example, in one class, there was a child who had difficulty following the lesson. After the lesson was over, the teachers discussed the reasons why the child had difficulty following the lesson and what could be done to address it. For each problem, the teacher always had a specific target achievement in mind. In the first week, the teacher approached and invited the child to actively participate in the lesson, but the child still struggled to follow along. Then, in the second week, the teacher attempted to create a learning method that the child would enjoy, namely, matching pictures. It turned out that the child and his friends in the class liked this learning method, so the teacher used this method during the lesson in that class. This aligns with the research of Rahmanita et al. (2022), which discusses the



importance of evaluation in the learning process. Evaluation is an integral part of the educational curriculum, used to determine whether the activity program aligns with the planned objectives.

This institution also coordinates intensively with parents and therapists (if the child is undergoing therapy) to ensure consistency of care at home and in the classroom. Information on the child's development is communicated in a two-way manner, allowing parents and therapists to adjust methods or treatments according to developments occurring at the institution. Evaluation results are presented in the form of a progress report, which includes the child's intellectual development level, providing information related to the child's cognitive abilities (Putriana et al., 2021) as well as techniques and types of materials appropriate to their intelligence level. Furthermore, there is a learning mechanism level, which provides information related to the child's level of learning development and understanding. This is important because the learning process must adapt to the child's level of development and understanding. (Herawati, 2020). Next, there is the level of emotional development. This assessment is conducted to determine the child's emotional typology, identify dominant behavioral problems, and provide specific suggestions related to emotional development, enabling parents and educators to understand what needs to be done to support the child's emotional development more effectively (Herdiyana et al., 2023). Furthermore, learning typology test results contain information on brain dominance, level of knowledge understanding, effective learning patterns, and dominant basic abilities, aiming to identify a child's learning style based on their characteristics (Sanjaya et al., 2023). Furthermore, this evaluation also includes notes on the child's learning interests based on the results of previous tests. Coordination is carried out by sending the results of the child's psychological test (Figure 4), which includes an explanation of the child's character at different group levels (group levels are based on the test results), allowing parents and therapists to provide appropriate treatment. This comprehensive evaluation system demonstrates the institution's commitment to delivering high-quality and sustainable services to all students.

Angka
Tanggal Lahir: 30 Maret 2019
Tanggal Pemeriksaan: 24 Agustus 2024
Asal Instansi: TK AS SA'DIAH 1 SAMARINDA
No. Seri Pemeriksaan: 18 AS SA'DIAH 1 SAMARINDA

Berikan hasil pemeriksaan yang telah kami lakukan terhadap
mengungkapkan beberapa data sebagai berikut:

I. TINGKAT PERKEMBANGAN INTELEKTUAL :

- a. Level Kecerdasan = 93 / Normal
- b. Teknik Pengajaran yang Ideal = Teknik pengajaran yang simultan.
- c. Kemampuan Dasar yang Mulai Tampak = Aritmatika
- d. Jenis Materi Pengajaran yang Efektif =
- Berikan subjek untuk terus bertanya tentang segala hal pada orang lain.
- Dorong subjek untuk terus menyampaikan segala sesuatu yang terjadi.

II. LEVEL MEKANISME BELAJAR :

- a. Tingkat perkembangan = 22.50 / Rendah
- b. Beberapa catatan bagi subjek untuk lebih meningkatkan perkembangannya
- Agar agar subjek bisa menerima kekalahan dan pendapat orang lain.
- Berikan umpan balik yang akan memperkuat pemahaman.

III. TINGKAT PERKEMBANGAN EMOSIONAL :

- a. Level Kecerdasan = 219 / Underline
- b. Tipologi = Achiever
- c. Problem Pilaku yang Dominan = Obsesif, dan keras kepala.
- d. Catatan khusus berkaitan dg perkembangan emosionalnya:
- Agar agar subjek bisa menerima kekalahan dan pendapat orang lain.
- Berikan umpan balik yang akan memperkuat keputusan sendiri.

IV. TIPOLOGI BELAJAR :

- a. Dominasi Otak = 1 / Kanan
- b. Tingkat pemahaman pengetahuan = Dari Global Ke Detail.
- c. Pola Belajar = Syntetik
- d. Efektif belajar melalui = Imajinasi
- e. Kemampuan dasar yang dominan = Aritmatika

V. CATATAN UNTUK KEPENTINGAN BELAJARNYA :

- Subjek akan belajar secara terus pada apa yang diyakininya benar
- Membutuhkan pengajaran yang ilmiah dan bisa segera diterapkan hasilnya.

Demikian hasil pemeriksaan ini kami sampaikan, agar dapat bermanfaat bagi
Jakarta, 24 Agustus 2024
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Figure 4. Evaluation Sheet Based On The Results Of The Child's Psychological Test

CONCLUSION

Based on the research results and discussions that have been presented, it can be concluded that the implementation of Guidance and Counseling techniques in As-Sa'diah 1 Kindergarten (TK) Samarinda City is appropriate, because this institution has implemented work principles and ethics, has a clear teacher role, implements Guidance and Counseling techniques in TK, and routinely conducts evaluations and follow-ups. However, at the early childhood education level there has been no specific



training related to the implementation of Guidance and Counseling in TK. This is also felt by As-Sa'diah 1 TK, so they have not had increased competency for teachers in the implementation of Guidance and Counseling. The institution has also made efforts to seek information and increase insight independently in providing optimal Guidance and Counseling services for students through the internet, educational videos on social media, and so on. This institution also collaborates with parents, PLDPI, and Grahita Indonesia to support the implementation of this service. The head of the institution also always provides motivation and provides new insights to teachers regarding child development problems and the techniques or services that need to be carried out to overcome these problems.

ACKNOWLEDGEMENT

The author would like to thank the As-Sa'diah 1 Kindergarten in Samarinda City for their assistance and facilitation of this research by granting permission to conduct the research and facilitating data collection. He also thanks everyone who provided support and assistance in compiling this work.

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