Developing a Manual for Implementing Group Guidance and Counseling Through Integrated Holistic Program

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Abstract: One of the services that should be provided by early childhood education (henceforth PAUD) teachers in the holistic integrative program is group guidance and counseling. Therefore, a manual which can assist them in providing these services is needed. This research aims to develop manual for implementing group guidance and counseling through holistic integrative program. The design of the study was research and development by following the CID development model which consists of 4 stages, namely 1) Define, 2) Design, 3) Develop, and 4) Disseminate. The data were collected by distributing questionnaires and conducting interview to obtain data about the problems of acts of violence that occurred in PAUD and efforts carried out by teachers in the handling and preventing such violence. The data were analyzed descriptively by using percentage. The design was validated by two experts, each of whom was with a professional background in guidance and counseling, and early childhood education respectively. The validation results showed that each aspect of the material, presentation, language and graphics are very valid (82%), valid (76.25), valid (70%) and very valid (85%) respectively. The dissemination stage was conducted through trying out the manual for the implementation of guidance and counseling in PAUD to PAUD teachers throughout to get an idea of whether there are still improvements so that the use of this manual can achieve the expected goals. The result was that 97.6% of the total teachers stated that the manual could be used with minor revisions.

Abstrak: Salah satu layanan yang harus diberikan oleh guru Pendidikan Anak Usia Dini (selanjutnya PAUD) dalam program holistik integrative adalah bimbingan dan konseling kelompok. Oleh karena itu diperlukan sebuah panduan yang dapat membantu guru dalam memberikan layanan tersebut. Penelitian ini bertujuan untuk mengembangkan panduan pelaksanaan bimbingan dan konseling kelompok melalui program holistik integratif. Penelitian ini menggunakan desain penelitian pengembangan dengan model pengembangan CID yang terdiri dari 4 tahap, yaitu 1) pendefinisian 2) perancangan 3) pengembangan, dan 4) penyebaran. Pengumpulan data dilakukan dengan menyebarkan kuesioner dan teknik wawancara

dalam memperoleh data tentang permasalahan tindak kekerasan yang terjadi di PAUD dan pencegahan yang sudah dilakukan guru terkait tindak kekerasan tersebut. Data dianalisis secara deskriptif dengan menggunakan presentase. Rancangan panduan divalidasi oleh dua orang ahli yang berlatar belakang profesi Bimbingan dan Konseling, serta PAUD. Hasil validasi menunjukkan bahwa masing-masing aspek; materi, penyajian, bahasa, dan grafika adalah sangat valid (82%), valid (76,25), valid (70%) dan sangat valid (85%). Tahap sosialisasi atau diseminasi dilakukan dengan cara uji coba panduan pelaksanaan bimbingan dan konseling di PAUD kepada guru PAUD secara keseluruhan untuk mendapatkan gambaran apakah masih ada perbaikan sehingga penggunaan buku panduan dapat mencapai tujuan yang diharapkan. Hasilnya menunjukkan 97,6% dari total guru yang memberikan pendapat menyatakan bahwa panduan dapat digunakan dengan sedikit revisi.

Keywords: *Group Guidance and Counseling, PAUD, Integrative Holistic Program*

INTRODUCTION

The Indonesian Child Protection Commission (KPAI) stated that the last three years were constructive years for children in Indonesia. Violence against children (child abuse) includes physical, sexual, psychological and neglected and the suspects were those who were the closest ones to them as perpetrators. In addition, data released by Ministry of Women's Empowerment and Child Protection (Kemen PPPA) showed that the number of violence against children in 2019 was 11,057 cases consisting of 3,401 cases of physical violence, 2,527 cases of psychological violence, 6,454 sexual abuse, 106 cases of exploitation, 111 cases of trafficking in persons (TPPO), 850 cases of neglect, and other cases of violence. 1,065 cases. Then in 2020, the number of violence against children increased to 11,278 cases, including 2,900 cases of physical violence, 2,737 cases of psychological violence, 6,980 cases of sexual violence, 133 cases of exploitation, 213 cases of TIP, 864 cases of neglect, and 1,121 cases of other violence. The latest data for January-September 2021 shows that there are 9,428 cases of violence against children consisting of 2,274 physical violence cases, 2,332 psychological cases, 5,628 cases of sexual violence, 165

cases of child exploitation, 256 cases of TIP, 652 cases of neglect, and 1,270 cases of other violence (CNN Indonesia, 2020).

Dealing with the phenomena, efforts to anticipate and minimize the worst effects of acts of violence on children require absolute protection for them. This protection can be provided by the environment and the closest people. Family is one of the closest environment that the children dealing with. Consequently, family plays important roles to promote and ensure that the children grow and develop optimally (Komalasari, 2016; Juwariyah & Slamet, 2019; Barnett et al., 2020). Beside parents, other adults and teachers are also responsible for the children at school since they spend more time to interact and have activities there after the family environment. In addition, any educational efforts for early childhood education should be aimed building strong foundation for their pupils since they are in their golden age (Suryana et al., 2021) This implies that proper protection of teachers in schools is a must. The right protection must be given in the right way and with the right target. One form of protection that teachers can provide in schools is to include these activities in the educational program that the children are undergoing.

Integrated Holistic program is one of the programs which is currently available in PAUD which accommodates the existence of a child protection service program. Holistic integrative learning is essentially the integration of humans as individual beings who are also social beings as outlined in the form of comprehensive, cooperative, competency, and individualistic learning. A process that seeks to integrate and optimize cognitive, emotional, physical, language, social, motor and artistic development in children's growth and development that must be given from an early age (Hijriyani & Machali, 2017; Oktaviani & Dimiyati, 2021; Salehudin et al., 2020). This can be interpreted that the programs contained in the PAUD unit currently must be implemented properly in order to integrate all aspects and potentials of children, one of which is in child protection.

The implementation of such protection programs can be realized in several approaches in the learning process in kindergarten. One form of approach that can be done is by providing guidance and counseling (BK) services (Martin et al., 2014). Guidance and counseling services are needed in any level of education (Hadiarni, 2016). Several approaches can be used in the implementation of guidance services in kindergarten (Susanto, 2015). The implementation of guidance uses integrated services where guidance services are carried out in an integrated manner with all educational activities in kindergarten. The implementation can be done with the following approach: 1) instructional and interactive approach, which is integrated with the implementation of the learning process, for example creating a fun and varied classroom atmosphere and activities, teaching to discipline, holding individual, group, and classical activities, 2) system support approach, namely by creating an atmosphere of kindergarten and its environment that supports child development, 3) approach to

personal development, namely by providing opportunities for children to develop according to their conditions and abilities. This approach can be done by giving individual tasks, placing children in groups based on interests and abilities.

The approach mentioned above can increase children's knowledge about dangers, how to avoid and save themselves. This approach can be implemented in group guidance and counseling activities. In those activities, children are trained to express opinions and develop new understandings; one of which is related to protection. In general, group guidance services aim to develop social skills, especially the communication skills of service participants (students). More specifically, group guidance services aim to encourage the development of feelings, thoughts, perceptions, insights and attitudes that support the realization of more effective behavior, namely increasing students' verbal and nonverbal communication skills (Tohirin, 2007). It can be interpreted that through group guidance and counseling activities, children are trained how to find things that they experience or know about acts of violence. In addition, children are also given an understanding of acts of violence and how to protect themselves. However, children tend to be less able to understand verbal explanations about danger if it is not accompanied by direct practice (Lamb et al., 2006). Thus, group guidance and counseling activities as a place to provide child protection services that are part of a holistic integrative program in PAUD units are very important activities to carry out.

This study was conducted in response the need to strengthen PAUD teachers' skills in carrying out group guidance and counseling activities, especially through integrative holistic programs. To achieve this purpose, the teachers need to be trained and provided with supporting manual to succeed the program. Manual is important because it facilitates the teachers in carrying out such program as part

of learning process (Prastowo, 2011). In addition, this manual is also expected to improve the performance of PAUD teachers in providing services because counseling and guidance services are activities that are structured according to principles, procedures, and principles so that they require proper implementation and are carried out by teachers who have the right skills for it (Nashikhah, 2019). Thus, PAUD teachers need to be provided with a manual for the implementation of guidance and counseling in schools to provide protection services with a strategy of guidance and counseling services, and this is what researchers try to develop in the form of a manual compiled based on the needs of teachers in schools in terms of student protection services from acts of violence.

METHOD

This study employed research and development method. This type research was used since it aimed at developing a manual for implementing group guidance and counseling through holistic integrative program. It followed the CID (Constructivist Instructional Design) model proposed by Thiagarajan (1974). This model has a model structure consisting of 4 stages, namely: 1) define, 2) design, 3) develop, and 4) disseminate (Ernawati, 2014). To collect the data questionnaires and interview were used to figure out the problems of acts of violence that occurred in PAUD and efforts carried out by teachers in the handling and preventing such violence. The data were analyzed descriptively by using percentage.

The definition stage began by conducting an assessment and distributing questionnaires to obtain data about the problems of acts of violence that occurred in PAUD and efforts carried out by teachers in the handling and preventing such violence.

The design stage dealt with designing a manual for the implementation of guidance and counseling in PAUD based on the result of

data analysis. This manual consisted of several parts, namely introduction, general instructions, special/technical instructions, closing

The development stage referred to the validation of the manual by experts of different areas of expertise: guidance and counselling and early childhood education as well and by using an instrument. The result of validation was taken as primary consideration for carrying out the revision of the manual.

Dissemination stage concerned with distributing the revised manual for implementing guidance and counseling in PAUD to PAUD teachers throughout Lima Kaum District. The main purpose of this stage was facilitate the teachers to understand and utilize this manual. In other words, if there were parts of the manual that were not achieved in accordance with the objectives then offer possible solution was sought.

The subjects of this study were PAUD teachers from 25 kindergartens in Lima Kaum District of Batusangkar City. Furthermore, the descriptive statistical data analysis, which describes the level of instrument validity was used.

RESULTS AND DISCUSSION

This development research was conducted with the aim of developing a manual for the implementation of group guidance and counseling to improve the skills of PAUD teachers in implementing holistic-integrative programs in child protection services in Lima Kaum District. This research was conducted in 4 stages, namely 1) defining 2) designing 3) developing and 4) distributing. The following describes each of these stages:

Definition Stage

At this definition stage, there were two activities, namely analyzing acts of violence that occur in PAUD and analyzing the handling and prevention carried out by teachers. The analysis of acts of violence was carried out by visiting several PAUD in

Batusangkar, namely: 1) Islamic Kindergarten of Mesjid Raya Lantai Batu. 2) Alfittiyah Kindergarten, 3) Alfaizin Kindergarten, 4) Alfalah Kindergarten, 5) Bustanul Atfal Kindergarten, 6) Permata Bunda Kindergarten, 7) Tahfiz Mutiara Qur'an Kindergarten, and 8) Darussalam Kindergarten. To obtain data on acts of violence, the impact on victims of violence and the forms of handling carried out by PAUD teachers, a questionnaire was distributed to the PAUD teachers. The sample questionnaire that has been filled out by one of the PAUD teachers can be seen in the following picture:

Picture: Sampel of Questionnaire

In general, the results obtained showed that 66.7% of acts of violence against children took

place physically, psychologically and verbally. The violence took place in the form of hitting, pinching, kicking, laughing, mocking, and saying impolite words. Violence is generally made by students or friends, and tends to have an adverse impact on their development.

Furthermore, data on handling and prevention by teachers shows that 54.4% of teachers had implemented protective services to students through classroom learning with character education, teaching good language, advising children, and teaching how to respect each other. From the data above, it can be concluded that acts of violence in PAUD often occurred and teachers have provided protective services to students. Research data also shows that there is no action that aims to invite children to think how to find solutions to solve their problems and efforts to avoid acts of violence.

Design Stage

After analyzing the data, obtaining the data were used as the basis for the development plan of the manual. The first step was preparing a design of manual containing guidance and counseling materials that was trained in each training session in order to strengthen the skills of PAUD teachers in the implementation of protection services. in schools through group guidance and counseling. More detail can be described in the form of a draft manual as it can be seen in Table 1.

Table 1: Draft of Manual

Parts of the manual	: Descriptions
CHAPTER I: Introduction	: 1) PAUD Teachers' Profile 2) PAUD Students' Profile 3) Nature of Holistic Integrative Program 4) Group Guidance and Counseling In PAUD.

CHAPTER II: General Instructions: 1) Understanding of Group Guidance and Counseling

2) Implementation f Group Guidance and Counseling in PAUD

- CHAPTER III: Technical Guidelines:
- 1) Concept of Group Guidance and Counseling in PAUD
 - 2) Purpose of Group Guidance and Counseling in PAUD
 - 3) Benefits f Group Guidance and Counseling in PAUD
 - 4) Stages of Group Guidance and Counseling Activities in PAUD

CHAPTER IV: Closure : Conclusions and Suggestions

Furthermore, the above design was developed in the form of manual that will be used by teachers in schools in providing protection services using a strategy or group guidance and counseling approach, which is part of the Integrative Holistic PAUD program. Sample of the design can be seen below.

Picture: Sample pages of Manual

DAFTAR ISI	
KATA PENGANTAR.....	1
DAFTAR ISI.....	1
BAB I : PENDAHULUAN.....	18
A. Latar belakang.....	1
B. Tujuan Buku Panduan.....	2
C. Fungsi Program Buku panduan.....	2
BAB II : KETERAMPILAN LAYANAN KOLABORASI DI PAUD/TK/RA.....	3
A. Pengertian Layanan Kolaborasi di PAUD/TK/RA.....	3
B. Tujuan Layanan Kolaborasi di PAUD/TK/RA.....	4
C. Model Layanan Kolaborasi di PAUD/TK/RA.....	6
D. Pelaksanaan Layanan Kolaborasi di PAUD/TK/RA.....	8
E. Latihan dan Tugas.....	32
BAB III : KETERAMPILAN BIMBINGAN DAN KONSELING KELOMPOK DI PAUD/TK/RA.....	41
A. Pengertian Bimbingan dan konseling kelompok di PAUD/TK/RA.....	41
B. Tujuan Bimbingan dan konseling kelompok di PAUD/TK/RA.....	42

Development Stage

At this stage, validation of the design of the manual by two experts related to the implementation of group guidance and counseling in PAUD. Rating scale used to validate the manual can be seen in Table 2 below.

Table 2: Rating scale for Validation

Percentage	Category
0-20	Not valid at all
21-40	Less valid
41-60	Sufficiently valid
61-80	Valid
81-100	Very valid

The validation results gave the following results: in terms of material and graphic aspects, 82% and 85% respectively were in the category of very valid, while in terms of presentation and language the percentages were 76.8% and 70% are in the category of valid. The result points out that design of the manual has met the valid criteria which is in a

familiar to make them easy to practice the book. They also recommended that the manual should be provided with sample problems and how group guidance and counseling solve such problems. This would help them understand how to provide group guidance and counseling services.

This research concerned with developing a manual for implementing group guidance and counseling through integrated holistic programs. One of the Holistic Integrative Programs is to provide protection for children. There are several ways that can be done to provide this protection; one of which is through counseling services (Fadlillah, 2019)

This manual is designed to equip PAUD teachers with the knowledge and skills to provide guidance and counseling services in PAUD. The validation results show that the design of this book has met the standard of validity, both in material and graphic aspects (82% and 85%: very valid), while in terms of presentation and language (76.8% and 70%: valid). This means that this manual is already feasible to use. Furthermore, through a questionnaire distributed to PAUD teachers, the results were 97.6% stated that this manual was good enough to be used with a few revisions.

Related to the results of the study, it was found that group guidance and counseling need to be given to PAUD students because it can train these students in communication and alleviation of problems. This service is considered appropriate to be used as a method to overcome student problems because it allows to overcome a number of students together through group dynamics, where in childhood it is sometimes difficult to provide individual counseling services because their ability to catch problems is still limited (Lestariani, et al, 2014). Furthermore, group guidance and counseling is also effective in improving students' ability to express opinions in class (Awlawi & Yunita, 2018).

Furthermore, the contents of the guide book are related to the implementation of group guidance and counseling where it is stated that the provision of group guidance and counseling services needs to consider the characteristics of early childhood. Based on this condition gave birth to a model of implementing group guidance and counseling, among others, through games. Children prefer to learn while playing, so this also applies to the implementation of group guidance and counseling. In play situations, children will be able to show their talents, fantasies, and imaginations. When playing, children will experience various emotional conditions that may arise such as feelings of pleasure, joy, tension, satisfaction, and maybe feelings of disappointment (Awlawi & Yunita 2018). With situations like this the teacher can catch what is happening to the child and can help solve it together in play groups. In addition, in play groups the teacher can help direct children's emotions so that they can respect each other and help friends who are in trouble. From the results of research, several games can help solve problems related to their psychological conditions, such as the findings of which found that group guidance using plasticine games was quite effective in helping to deal with hyperactive children's behavior to develop cognitive, social-emotional, psychomotoric aspects in children (Pasmawati & Anggita, 2018).

CONCLUSION

One of the goals of developing this manual was to help PAUD teachers have professional skills in implementing group guidance and counseling which is carried out separately from the learning process. This manual consists of 4 chapters, namely the Introduction, General Instructions, Technical Instructions, and the Closure. Validation of this guide is carried out thoroughly regarding the material, presentation, language, and graphic aspects of the 4 chapters above. The

results of the validation convinced that the manual has met the valid criteria which are in a good rating according to the assessment standard. In addition, during socializing the manual and asking for input for improving the guidebooks through the assessment instruments that have been provided showed that the manual could be used with a few revisions.

Since none the teachers of PAUD have guidance and counseling background, they need training to how to use the manual so that they can implement group guidance and counseling, especially in providing protection service as the part of holistic integrative program. In addition, not all of the teachers were involved in socialization of the manual due to pandemic situation where it was not allowed to gather the teachers in activities for such a period of time as planned. Consequently, the training which was planned was not able to be realized and the teachers were only asked to understand the manual and requested them to give comments for the improvement of the manual.

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