

# Group Guidance Model Based on Thought Values of RA Kartini to Develop the Early Childhood Character in Jepara Early Childhood Education Programs

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# Group Guidance Model Based on Thought Values of RA Kartini to Develop the Early Childhood Character in Jepara Early Childhood Education Programs

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**Abstract--**In character education there is a goal to develop the character of the child by living the values and beliefs of the community as a moral force in their life. The aim of this research is to produce a hypothetical model of group guidance based on the values of thought RA. Kartini to Develop Early Childhood Behavior in Early Childhood Education in Jepara Regency. This research uses R & D research and development (research and development). Research conducted only up to 3 people. Furthermore the data collection techniques used in this study were: in-depth observation and interviews (2nd interview). The Results of the group guidance model developed provides 7 (seven) main components.

**Keywords:** *guidance group, RA. Kartini, character, early childhood*

## I. INTRODUCTION

Regarding the personality of early childhood, the educators who are members of the Jepara district Him early childhood education programs assess that 70% of cognitive, motoric and language early childhood are better, but for the emotional social aspects of children in this case only 65% of character in the category is still lacking well. The Characteristics still be poor are shown by the attitudes and behavior of early childhood children who are more likely to be less disciplined, responsive, disrespectful, language delivered harshly, lack of respect for others, and than fellow exceptions are also low.

These problems have often been conveyed to parents and also recommended to students, but the changes are very slow. At the Him early childhood education programs meeting forum, stated that the behavior of children is strongly influenced by environmental factors and family conducive factors, for this reason in the Him early childhood education programs forum appealed for the need for household harmony and awareness of the association of children and their environment. It is important to know, the majority of Jepara district community are workers or factory employees, many children are cared for by maids and by their grandparents, so the

attention from their parents are very low. This cause the children likely to socialize with the surrounding environment without any control from parents.

From this context, all parties need to get attention is to provide and give it the best environment for support their physical, mental and spiritual needs, ensure their safety, loving and respectful environment, that will help them grow into a quality person in the future.

According to Tarpin Laurientius (2013: 13), the moral degradation that we are experiencing is more or less influenced by the education system that we have applied. The education system that we adhere to emphasizes intellectual aspects, but does not pay attention to character education, value education, the formation of character and social responsibility. As a result, graduates only have excellence in academic, but poor character, blind conscience, and also have no concern for what is happening in their surrounding environment.

The Efforts to help children social development, there should be cooperation between parents and teachers. Because through them children's social development is well developed. In the social development of children, they friends have a strong influence on the formation of children's social behaviors. Therefore, the active role of parents and teachers attention is very important for their expected social behavior.

This context leads to the importance of character education for children. Character education can be used for early childhood in schools, communities and the family environment. As in character education there is a goal to develop the character or attitudes of the child by living the values and beliefs of the community as a moral force in his life through honesty, trustworthiness, discipline, and cooperation, this emphasizes the affective domain (feelings and attitudes) without leaving the realm cognitive (rational thinking) and the realm of psychomotor skills.

According to Sjarkawi (2006: 34) that character education is an educational process aimed at developing values, attitudes, and behaviors that

will grow up the character. Meanwhile, Zuriyah, Nurul (2011: 38), state character is the values of human life that are truly carried out not because of their habits, but based on understanding and self-awareness to be better. In addition Zubaedi, (2006: 4) stated that character education is an education of noble values rooted in religion, customs and culture of the Indonesian nation in order to develop the personality of students to become good human beings.

From these various opinions, the character of human life that are truly carried out not because of more habits, but based on understanding and self-awareness to be better. To achieve these objectives the environmental factors of the community, school and family greatly influence the development of early childhood culture. In line with these thoughts, Nurhasanah and Haeriah, Baiq stated that the role of a good environment in children will have a positive impact on children. So that children tend to be sociable and have good adaptation, and possibly of increasing their developing pro social behavior.

The child's personality condition needs to be developed in character by paying attention to the child's age and abilities. In the development of character can be done by giving guidance in groups. According to Rusmana (2009: 13) is the process of providing assistance to individuals through group atmosphere (group dynamics) that allows each member to actively participate and sharing their experience in developing the insights, attitudes and skills is needed in an effort to prevent problems or deep personal development efforts.

Through group guidance activities, children are expected to be able to use and develop their abilities optimally, make the right choices and be wise, and also solving their problem in the school or at home. In other way, children also expected to be able to obtain perceptions, insights that are directed, flexible, dynamic, with their true identity without having to abandon their culture (local wisdom).

Nilai-nilai budaya dalam proses bimbingan dan konseling perlu lebih diperhatikan karena orang yang dilayani terhubung dengan pengaruh nilai-nilai sosial budaya. Dibutuhkan keterampilan konselor untuk memahami dan menghadapi tekanan dan masalah klien dalam konteks nilai-nilai budaya (Sofyan, 2019).

From the concept mentioned above, early childhood education is needed to develop good behavior. Good behavior in the Javanese society is inseparable from RA Kartini's values. We admit that her is one of the many educational figures in this archipelago. But his character as a warrior for women's emancipation will never be replaced.

The name of Kartini as a female emancipation fighter cannot be blamed, because it is a fact on paper. But she also deserves the title as an

educational thinker. Because she left behind the thoughts that could be traced from the letters that had been recorded. More specifically, her ideas and thoughts in the field of education were written in the form of a note entitled "Give Javanese Education". And her name deserves to be the earliest row when we talk about education for women.

RA. Kartini can be used as a role model for the community especially for children. If studied more deeply, she is always relevant to the current development. So that it is considered appropriate if the values of her. She was used as a message to develop the character of early childhood. She can enrich the scientific repertoire in character education, in addition to the values of RA Kartini is match with the personality life of the Jepara community.

Therefore in this study the thinking of RA Kartini values was used as a basis for developing the character of early childhood, which was outlined in the formulation of a group counseling model based on her. She develop the character of early childhood in Early Childhood Education Programs in Jepara district.

## II. METHODS

The approach applied in this study is to use research and development (R & D) approaches. The procedure for implementing model research is carried out 3 stages, that are: (1) preliminary study, (2) planning, (3) development of hypothetical models.

This research is a group guidance model based on RA Kartini's thought values to develop the character of early childhood. As a source of data are early childhood in this case all of the students or students in the Play Group (KB), Playgroup educators / teachers (KB), and parents of guardian students. Whereas for the model stage and hypothetical model validation as the subject are the guidance and counseling experts, totaling 3 people with the qualification of the Guidance and Counseling Doctoral (S3) education. For the trial phase the model of the research subjects are Play Group educators and parents of students. Furthermore, the data collection techniques used in this study are: observation and interviews in depth (depth interview) to compile the model that will be used, through observation and interviews.

## III. RESULTS AND DISCUSSION

Based on the results of interviews that have been carried out, basically the group guidance activities carried out in early childhood education programs Jepara district are accordance with the objectives prepared in the implementation of group guidance activities, as well as the delivery according to the needs of students has been delivered to group

members, but at the associated with RA Kartini's values to develop manners has not been carried out because of there is no clear benchmark on how to use group guidance tailored to RA Kartini's thought values.

Furthermore, based on the results of interviews and observations to the BK teacher, it was found that the stages of implementing group guidance services carried out by school counselors in early childhood education programs Jepara District were in accordance with existing provisions, but in its implementation had not internalized character based on RA Kartini's values.

Evaluation and Follow-Up. Based on the results of interviews and observations with school counselors in early childhood education programs Jepara district, the group guidance activities have been evaluated and followed up to find out the process and results of services provided, this is done to improve the service delivery that will be carried out in the next. In evaluation and follow-up actions, school counselors working together with teachers and classroom teachers, so this is the way to minimize errors and than the hopefully that evaluation and follow-up can make further activities better and reduce errors.

Based on the results of observations and interviews above, it can be conclude that evaluation and follow-up activities in the implementation of group guidance services carried out by school counselors in Jepara district early childhood education programs suitable with existing provisions by involving center teachers and classroom teachers to maximize the next group guidance activities.

The Reliability of Guidance Services Group Based on RA Kartini's Values. Based on the results of interviews with school counselors in Jepara District early childhood education programs about the facilitation of group guidance services when associated with RA Kartini's thought value became the basis for group guidance activities, if Jepara early childhood education programs was applied the group guidance model based on RA Kartini's thought value will be good and suitable to be used considering the values of RA Kartini's thought is a form of internalizing the values of character in daily life, so that students can have good morals to minimize negative activities carried out by students.

If we look at the results of research based on students' level of mindfulness, this group guidance model is based on RA Kartini's thought value, especially in early childhood education programs Jepara district, getting support from school counselors because it is considered very appropriate to the conditions in the school, both in terms of students who live in the majority in the Jepara district. As well as from the readiness of school counselors who are very enthusiastic to implement this model. Thus, this model has a good opportunity

to be implemented effectively in early childhood education programs in Jepara district.

The implementation of RA Kartini's value-based group guidance model is more effectively carried out in early childhood education programs students who are prepared to be more aware and maximize their potential according to character in daily life. The same changes and opportunities are also appreciated by school counselors. This is illustrated by the results of interviews with school counselors who integrated RA Kartini's thought values. This explanation is evidenced in the assessment of practitioners' validation sheet about the group guidance model based on RA Kartini's thought value to develop the character of students in early childhood education programs Jepara Regency.

The results of the discussion above show that the character of Jepara District early childhood education programs students needs to be improved. Group guidance services that have been carried out are still experiencing a variety of obstacles and group members still focuses on incidental discussions such as lazy entering school and being late for school.

This condition is a sign that group guidance services need to be developed, both in terms of content and implementation. The right concept to develop students' character is by integrating RA Kartini's values, because RA Kartini's values are a solid foundation to deliver someone to have the character which is in accordance with the culture of the Jepara district community. Thus, it is necessary to design a group guidance model based on RA Kartini's values, these values are integrated in each stage of the implementation of group guidance.

The group Guidance model based on RA Kartini's thought value was developed based on the findings of empirical data analysis in the field, Which is the objective conditions of group guidance implementation and the level of student behavior in early childhood education programs Jepara district. And then, the study of conceptual group guidance rules, formal provisions for the implementation of group guidance services and also RA Kartini's value.

The results of group guidance model developed contains 7 (seven) main components as follows: Rational explained in detail about the reasons for the researchers in developing a group guidance model based on RA Kartini's thought values.

Vision and mission which contains the formulation of the direction and focus on the group guidance model based on RA Kartini's thought value. The objectives to be achieved in the development of the model, and divided into 2 (two), are general goals and special objectives. The contents of group guidance based on RA Kartini's thought value to develop students' character, in

generally focused on personal, social, and learning problems, then specifically creating conditions of a more intimate relationship, self-confidence, a sense of responsibility towards the counselee, leadership spirit, needs that create meaningful quality of life, especially in developing character.

Support for the group guidance system based on RA Kartini's thought value to develop students' character, that are management activities directed at program development, staff development, structuring policies, procedures, technical instructions and qualifications of counselors, the most important role and function of the counselor in implementation group guidance based on RA Kartini's value of thought to develop students' character.

The procedures and stages of implementing group guidance are based on RA Kartini's thought value to develop students' character, which consists of the formation stage, the intermediate stage, the activity stage, and the termination stage. Evaluation and follow-up of group guidance based on RA Kartini's thought value to develop manners students have indicators of success consisting of instruments and character scale carried out before (pre test) and after (post test) implementation of group guidance that refers to UCA (Understanding, Comfortable, Action).

Furthermore, the group guidance model based on RA Kartini's thought value is outlined in the guide. This guide consists of activities of group leaders, material and types of games. Group leader activities are things that group leaders do during preparation, implementation and after group guidance activities. The material is related with topics that will be discussed and associated with RA Kartini's values to improve character. Furthermore, the type of game is about the games that are included in the intermediate stages in group guidance as a means to familiarize and melt the atmosphere so as not to get too tense when entering the stages in group guidance.

Although some limitations affect the generalization of this study, the main findings point to a number of important issues for the preparation of counselors and future counseling research. Because most Indonesian counseling adopts and adapts the U.S. counseling model, the main findings are discussed using a multicultural comparative framework. It is hoped that Indonesian cultural values become cultural values that can be developed

and combined with good counseling to achieve goals

In addition, the low ratings of participants regarding multicultural awareness and skills for child might reflect the preference for the convenient practice of culture-match counseling rather than practicing multicultural counseling in a broader sense.

#### IV. CONCLUSION

Based on the results of this study, it can be concluded that group guidance is based on thought values. Kartini to develop the character of early childhood at the district of Jepara can be developed and becomes the value of intervention in the implementation of group guidance services.

Thought RA values. Kartini is used as a platform to assist the development of early childhood character, which is outlined in the formulation of group counseling models based on RA values. Kartini to develop the character of early childhood in Early Childhood Education in Jepara district, which hopes to improve multicultural competencies to support the implementation of group guidance services. The author suggests that the next researcher can develop the subject of this study by observing internal aspects such as family, economic status or social status specifically, both as a supporting factor or a barrier for students.

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PAGE 1

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PAGE 2

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PAGE 3

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PAGE 4

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