

IMPLEMENTATION OF GUIDANCE AND COUNSELING TECHNIQUES AT AL KAUTSAR KINDERGARTEN IN SAMARINDA CITY

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Abstract

This study aims to analyze the implementation of guidance and counseling techniques at TK Al Kautsar in Samarinda City. The research applied a descriptive qualitative approach using a case study method. Data were collected through direct observation in the school environment, in-depth interviews with classroom teachers and the school principal, as well as documentation of various activities related to the implementation of guidance and counseling services. The results reveal that the techniques used in the guidance and counseling program at TK Al Kautsar include repeated explanations, the use of short and clear instructions, and personalized approaches tailored to the needs, interests, and characteristics of each child. These strategies have proven effective in enhancing children's understanding of both social and academic content. Furthermore, they positively influence emotional development, such as improving self-confidence, emotional regulation, and peer interaction skills. Overall, the implementation of guidance and counseling techniques at TK Al Kautsar has been effective in supporting early childhood growth and development. However, the study highlights the need for continuous professional development for teachers, particularly in the area of child-centered counseling techniques. It is also recommended that schools build stronger collaboration with parents to create a supportive and holistic environment for the children's learning and development. By optimizing these elements, the guidance and counseling program can play a more strategic role in nurturing children's social-emotional skills, preparing them for future learning experiences, and supporting their overall well-being in early education settings.

Keywords: Guidance and Counseling, Early Childhood, Counseling Techniques, School Implementation

Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi teknik bimbingan dan konseling di TK Al Kautsar Kota Samarinda. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan metode studi kasus. Teknik pengumpulan data dilakukan melalui observasi langsung di lingkungan sekolah, wawancara mendalam dengan guru kelas dan kepala sekolah, serta dokumentasi berbagai kegiatan yang berkaitan dengan pelaksanaan layanan bimbingan dan konseling. Hasil penelitian menunjukkan bahwa teknik bimbingan dan konseling yang diterapkan di TK Al Kautsar meliputi pemberian

pemahaman secara berulang, penggunaan instruksi yang singkat dan jelas, serta pendekatan yang disesuaikan dengan kebutuhan, karakteristik, dan minat anak usia dini. Pendekatan ini membantu meningkatkan pemahaman anak terhadap materi pembelajaran, baik yang bersifat sosial maupun akademik. Selain itu, teknik tersebut juga memberikan kontribusi positif terhadap perkembangan emosional anak, seperti peningkatan rasa percaya diri, kemampuan mengelola emosi, dan keterampilan berinteraksi dengan teman sebaya. Secara keseluruhan, implementasi teknik bimbingan dan konseling di TK Al Kautsar dinilai telah berjalan cukup efektif dalam mendukung pertumbuhan dan perkembangan anak usia dini. Namun, masih diperlukan peningkatan kualitas layanan melalui pelatihan berkelanjutan bagi guru mengenai teknik konseling yang sesuai dengan dunia anak. Penelitian ini juga merekomendasikan adanya kolaborasi yang lebih intensif antara pihak sekolah dan orang tua guna menciptakan lingkungan yang kondusif bagi tumbuh kembang anak secara holistik.

Kata kunci: Bimbingan dan Konseling, Anak Usia Dini, Teknik Konseling, Implementasi Sekolah

INTRODUCTION

Childhood, especially early childhood, is a crucial stage of development in shaping a child's personality, character, and social and emotional abilities. At this stage, children are in the process of intense exploration and self-formation, requiring an educational approach that is appropriate, sensitive, and tailored to their individual developmental needs. UNESCO emphasizes that the early years, from birth to age eight, are a period of rapid brain development and an important window of opportunity for education (UNESCO, 2025). Similarly, the World Health Organization (WHO) emphasizes that early childhood is a period of rapid physical and cognitive growth, as well as a phase of lifelong habit formation (WHO, 2019).

Experts have identified patterns and stages in development that originate from the child's internal control, such as cognitive, socio-emotional, and physical development. Through this knowledge, a play-based learning environment can be created for children, which is expected to support their development. It has been determined that the student-centered method is the most appropriate to use in early childhood education (Khotimah & Agustini, 2023). According to Anjarsari in Kusuma (2025), gross motor skills, such as running, jumping, and kicking, are very important for physical health and coordination, while fine motor skills, such as writing and cutting, support cognitive and academic development. Social and emotional development in early childhood includes the ability to show empathy, which is a basic human capacity necessary for daily social interaction (Rosyidah Kusuma, 2025).

One institution that plays a crucial role in supporting optimal child growth and development is early childhood education. According to the Law of the Republic of Indonesia on the National Education System Number 20 of 2003, Article 1 Paragraph 14, "Early childhood education is a development effort" aimed at children from birth to six years of age. This educational effort is designed to support physical and mental development so that children are ready to continue their education (Permendikbud No. 58, 2009). Preschool education (PAUD) serves as the foundation for the overall

development of children, including physical growth (fine and gross motor coordination), intelligence (thinking skills, creativity, emotional intelligence, spiritual intelligence), social understanding, attitudes, religious values, and language. These aspects are tailored to the individual characteristics and developmental stages of children (Ornaghi et al., 2020; Nafisah et al., 2024 in Rosyidah Kusuma, 2025). However, we can see in the field that, to date, there are no operational standards or technical guidelines for guidance and counseling services specifically designed for early childhood education at the national level. The absence of these guidelines creates a significant gap in early childhood education practices.

The role of guidance and counseling techniques provided to early childhood in kindergarten has an impact on developing a better understanding of emotions and acquiring the skills necessary to manage their emotions well. Assisting in social development is one of the main roles that an ECE teacher must have in order to teach how to interact positively with peers, such as how to speak politely, listen well, respect differences, and manage conflicts well (Listiani et al., 2025). This is because early childhood teachers, who generally have not been formally trained in counseling, experience difficulties due to the many biases and confusions experienced by classroom teachers in identifying and providing services for issues related to child development.

This study at Al Kautsar Kindergarten also aims to observe and analyze how guidance and counseling techniques are applied in the classroom. The techniques used include a play therapy approach, reading picture books to build empathy and independence, and instilling positive behaviors consistently by teachers in their daily interactions. In addition, this study also observes how the guidance and counseling program at Al Kautsar Kindergarten is designed and implemented, both systematically, such as routine observation of children's behavior, weekly teacher reflections, and scheduled communication with parents, as well as incidentally, which arises as a spontaneous response to problems or events experienced by children, such as conflicts with peers or sudden emotional changes. This study will also assess the extent of involvement of teachers, principals, and parents in the implementation of guidance and counseling services, as well as the extent of their understanding of the strategic role of guidance and counseling in supporting children's social-emotional profiles.

This research will not only contribute to the development of theory and practice of guidance counseling services in early childhood education, but can also be used as a policy reference for similar educational institutions in formulating guidance programs that are appropriate for the characteristics of early childhood. This research is expected to be part of a collective effort to realize a more holistic early childhood education, not only to educate, but also to shape children's personalities and social-emotional resilience from an early age.

METHOD

This study uses a descriptive qualitative approach with a case study type. The qualitative approach is a research approach based on problems and the constructivist paradigm in developing science, in this case aiming to deeply understand the implementation of guidance and counseling techniques at AL Kautsar Kindergarten in Samarinda City. Qualitative research emphasizes the quality of the data collected, which is often descriptive, narrative, or qualitative in nature and cannot be measured numerically. This approach also takes into account the role of the researcher as the main instrument in data collection and analysis, where the researcher's experience, perspectives, and interactions with the research subjects become important aspects in understanding the phenomenon being studied (Touwe & Amin Lasaiba, n.d.).

Data collection was carried out using three main techniques, namely observation, in-depth interviews, and documentation. Kristanto (2018) in (Jurnal et al., 2025) states that observation is a method that involves documenting and then carefully studying various events in both natural and man-made environments in a methodical, logical, objective, and reasonable manner. The purpose of observation in this study was to observe how teachers and children interacted in the guidance process and to record the behavior of children who were the targets of counseling intervention.

In-depth interviews were conducted with several key informants, namely classroom teachers and the principal. The interviews were conducted face-to-face and were open-ended so that the informants could provide extensive information about the techniques used, the strategies applied, and the challenges faced in implementing guidance services at school. The interviews provided ample space for informants to freely express their views (Fadila et al., n.d.). Documentation was used to reinforce the data from observations and interviews. The documents reviewed included daily records of children's development, communication books between teachers and parents, and archives of activities related to counseling services at school. In addition to direct notes from interviews and observations, secondary sources such as documents such as letters, diaries, image archives, meeting minutes, souvenirs, activity diaries, and the like can provide useful information (Fadila et al., n.d.).

The data collected from these three sources was then analyzed descriptively and thematically, by identifying the main themes that emerged, comparing the findings from each technique, and compiling a narrative that fully describes the process of implementing guidance and counseling techniques at AL Kautsar Kindergarten. In this data analysis, the researchers collected data through various means, such as interviews, observations, or documents, and then conducted an in-depth analysis to explore and identify the main themes that emerged from the collected narratives or content. This process often involves steps such as codification, where significant data units are labeled or coded to represent specific concepts or themes. Using careful analysis techniques, researchers then compile and group these codes to identify consistent patterns or themes, providing in-depth insights into learning activities at AL Kautsar Kindergarten that use BK techniques

(Touwe & Amin Lasaiba, n.d.). With this method, it is hoped that the research can provide a realistic and comprehensive picture of how guidance and counseling are applied to support early childhood development in the school environment.

RESULTS AND DISCUSSION

This study aims to reveal in depth how guidance and counseling techniques are implemented at Al Kautsar Kindergarten in Samarinda City. The data analysis process follows the qualitative analysis steps of Miles & Huberman, which include data collection, data reduction, data presentation, and conclusion drawing. The findings of this study indicate that teachers at Al Kautsar Kindergarten have applied guidance and counseling practices intuitively and contextually, although they have not been formalized in the school system. The application of empathy-based techniques, behavioral observation, and positive communication demonstrates a strong pedagogical awareness. Interest-based approaches, such as the use of reading and writing activities, are concrete examples of how teachers use children's strengths as a basis for counseling interventions. This strategy is consistent with humanistic counseling theory, which emphasizes respect for the potential and subjective experiences of individuals (Zhami et al., 2024).

However, the main weakness found is the absence of written guidelines, formal training, or a monitoring system to support the sustainability of counseling practices. This makes counseling services highly dependent on the initiative of individual teachers. If there is a change of teacher or school policy, this approach has the potential to be discontinued. This condition shows the need to strengthen BK institutions at the early childhood education level, as suggested (Awaliyah et al., 2025), so that counseling activities are not personal but become part of the school culture. The practice of BK techniques at Al Kautsar Kindergarten is still adaptive and not yet standardized. However, in terms of substance, the approach taken is in line with the principles of developmental counseling and inclusive education values that focus on children's needs.

Data was obtained through observation, in-depth interviews, and documentation studies. Based on the results of observations and interviews with classroom teachers, it was found that the institution did not yet have a structured guidance and counseling (BK) program. No teachers were formally assigned as counselors, and there was no specific training available on the application of BK techniques at the early childhood education level. This fact shows that BK services at Al Kautsar Kindergarten are still spontaneous and have not become part of a planned education system, even though early childhood is an important phase for developing children's social, emotional, and behavioral abilities (Rosyidah Kusuma, 2025).

Although not yet institutionalized, teachers have shown the intuitive application of various forms of guidance and counseling services. They are sensitive in recognizing children's needs, observing behavior, and actively communicating with parents. In learning activities, teachers also pay attention to children who have difficulty adapting, both socially and academically, so that the learning practices at Al Kautsar Kindergarten actually contain the basic values of guidance and counseling.

The interview data also shows that teachers carry out counseling roles naturally based on their teaching experience. Teachers refer to their approach as “a patient approach and looking at each child individually,” without realizing that these actions constitute counseling. This reflective and empathetic attitude shows that teachers have basic counseling skills that arise from practical experience, not from formal training. These findings are in line with the research by Afrilia Hasibuan et al. (2023), which states that guidance and counseling services at the early childhood education level contribute greatly to children's social development and learning motivation, even though educators are often not formally aware of their implementation.

Documentation of learning activities at Al Kautsar Kindergarten also shows elements of guidance and counseling implied in the class activity guidelines. In one point in the interview, teachers are directed to give appreciation for children's positive behavior, a tangible form of positive affirmation, which is a basic technique in early childhood counseling. Practices such as this play an important role in building children's intrinsic motivation and self-confidence (Ayudia Putri et al., 2024). In addition, teachers also play an active role in establishing communication with parents. When indications of developmental barriers are found, teachers invite parents to discuss them openly and politely. In this process, teachers not only provide one-way reports but also listen to parents' stories and opinions. If necessary, teachers recommend further consultation with a psychologist or child therapist. This step shows that teachers have carried out the consultative function of guidance and counseling services at school.

On the other hand, teachers also create an inclusive and non-discriminatory learning environment. Children with different abilities are not placed separately but are given equal space to participate in class activities. Teachers provide flexibility in the learning process so that each child can develop at their own pace. This is in line with the principles of inclusive education as explained by (Beridanissa Derana et al., 2025), which emphasizes the importance of accepting diversity and creating a safe learning environment for all children.

To improve the effectiveness and sustainability of guidance and counseling services at Al Kautsar Kindergarten, it is recommended to

1. Conduct teacher training on basic child counseling techniques, including empathic communication, behavioral observation, and positive reinforcement.
2. Establish cooperation with external professionals, such as child psychologists or early childhood counselors.
3. Actively involve parents in the process of monitoring children's social and emotional development.

With institutional support and ongoing training, teachers will have a stronger ability to provide professional and sustainable guidance and counseling services.

As stated by (Inovasi Pembelajaran & Yusuf, 2025), teachers equipped with guidance and counseling knowledge are able to create a supportive, inclusive learning environment and detect children's problems early on.

Overall, this study confirms that the practices of Al Kautsar Kindergarten teachers already contain the essential values of guidance and counseling, even though they have not been formalized. The empathetic, interest-based, and inclusive approach taken by teachers is evidence that guidance and counseling services can grow from pedagogical awareness and practical experience in the field. With a strengthened system and institutional support, Al Kautsar Kindergarten has the potential to become an example of a school that implements adaptive guidance and counseling based on early childhood development in a sustainable manner.

CONCLUSION

This study concludes that although Al Kautsar Kindergarten in Samarinda does not yet have a formal program or special training related to guidance and counseling (BK), such services have been provided intuitively and unstructured through the role of teachers in the field. Teachers carry out counseling functions unconsciously through individual attention, open communication with parents, and adjusting learning strategies to the children's characters. One important finding is the use of an interest-based approach in dealing with socially withdrawn students. This strategy has proven effective in increasing children's confidence and involvement in learning, and reflects the principle of individual-centered counseling that emphasizes empathy and acceptance.

The findings of this study also show that teachers have carried out a consultative function by involving parents and even referring them to professionals when necessary. This shows that counseling skills can grow from experience and concern, even without a formal theoretical basis. This condition reinforces the importance of strengthening guidance counseling programs at the early childhood education level so that the good practices carried out by teachers can be formalized into a planned and sustainable system. The guidance and counseling program in kindergarten has a strategic function as a means of assistance, early detection, and prevention of children's emotional and social problems, while also supporting the creation of an inclusive and child-friendly learning environment.

Based on the results of this study, it is recommended that the early childhood education curriculum and policies integrate guidance and counseling guidelines based on theories and techniques that are appropriate for the characteristics of early childhood. Schools also need to provide ongoing training for teachers on basic child counseling skills and establish cooperation with professional psychologists or counselors. For further research, it is necessary to conduct studies with a broader scope and a mixed methods approach to analyze the effectiveness and long-term impact of guidance and counseling services on the social, emotional, and academic development of early childhood.

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