**Teachers Guidance in Building the Independence of Early Childhoods**

**Abstract**

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Early childhood education is the foundation for further education. The role of educators is essential in helping children grow and develop optimally. Since teachers faced various situations that occur either inside or outside of classroom, the lack of the children independences seems on the first day of school such as they cry because they do not want to part with their parents and do not want to socialize with their new friends. For specific example in kindergarten, its teachers have two roles which are as a educator and a supervisor. Implementation of the guidance on kindergarten children are unique process since it is done through playing. This is different from counselling teacher in High school, the guidance are not only given to problematic students but also given to those who have good potential and talent. For that reason, the kindergarten teachers should especially have knowledge about the guidance. The success of the guidance is also determined by the roles of parents who do not provide overload protections, do not ban them much, and give freedom to them to develop in accordance with the stage of their development. Next generation is expected to come into the generation that is strong, independent, smart thinking, smart sports, smart social, and emotional and spiritual. Thus it can help them find their identity, so that it can adapt early and will see their potential, interests and talents. Finding their right learning patterns will anticipate and diagnose problematic behaviour.

*Keywords: independence, play, guidance for kindergartner[[1]](#footnote-1).*

**A. Introduction**

In Indonesia, early childhood is defined from birth to six years since the ages are unique for children's life. At this time, the children can quickly accept what is heard or seen. Unlike proposed by Bredekamp (1987), he categorized early period of birth to eight years. This age is called golden age in human life. The children will not grow and develop on themselves without the help of adults especially from educators (teachers and parents), they need help, and deliberately created a fertile environment to develop their potential.

To allow an optimal development potential as stated in Law of Indonesia Republic Number 20 of 2003 on National Education System notes that the National Education serves to develop skills and form the character and civilization. Aiming at developing students' potentials in order to become a human being faithful and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and democratic citizenship and responsible.

The fact that there is now in kindergarten observations X on October 12, 2012, most educators instead of Strata 1 of Early Childhood Education (ECD), there are still high school graduates or equivalent. Upgrading or training in early childhood education is very rarely followed by the agency, due to the limitations of the information obtained, there is still proximity to happen from the top down, so there are rarely early childhood institutions of training conducted by the Education Department of Province and Palembang City. In Junior high school (SMP) and senior high school (SMA), there are counseling teacher (BK) specifically address the problems that occurred, while there is none in kindergarten.

The lack of knowledge about the guidance of teachers made the teacher let the problems in class so protracted and did not know how to solve them. All this will impede and influence subsequent child development. Teachers have limited knowledge of Counseling Guidance (BK) so that the implementations of kindergarten teachers do not have guidelines in performing their daily duties because there is no visible difference between guidance with their lessons (Source: kindergarten teacher X).

Teachers must have a broad knowledge guidance, to understand the stages of child development through training, so that they can use the right approach in handling the child's independence. The same thing is suggested by Sukardi (2008) stated that guidance of a process of providing sustainable assistance to individuals in order to understand himself, so he could drive himself and can act appropriately, according to the school, family and society in general. It was due to the lack of a partnership between the school and parents. Sometimes the relationship is often mischaracterized as a relationship-oriented to the interests of the child not only to the quality of a child's development.

To achieve the above, especially for Kindergarten and Playgroup required counsellor teachers (BK) for children who go to the school. Dariyo (2007) told that in major cities such as Surabaya, Jakarta, it had found cases of autism, stress, ADHD (Attention Deficit Disorder and Hyper active and dependent children. For the existence of guidance teachers, counselors will help responsive child psychological problems, both non-academic and academic one. If it had been handled better from the kindergarten to the high school level, the above problem will be easily overcome.

Teachers in developing the child's independence sometimes are often not supported by the parents; it seems habits when it comes to school children to take off their own shoes have always helped their parents or caregivers. Children do not want to eat because they have to be fed by their parents, hand washing was assisted. In terms of kindergarten children should be given independence slowly so that they will have the ability to be expected. The attitude of the parents is too dear to their children; it always provides overload protection preventing the development of them.

From the reality of the above, kindergarten teachers should have knowledge of the guidance, giving motivation, self-confidence to children to conduct their own activities. Thus the children are accustomed to do at home or school and teachers watched, so that children can develop well in accordance with the potential. Self-reliance is the ability to perform activities of daily alone or as little guidance in accordance with the stage of development and capacity. (Retrieved October 27 2012 from *http / / repository.upi.edu/operator/upload/s/pls/capter2.pdf).*

Dependence on others would undermine the development of the children. They are given the opportunity to choose among a variety of learning through play activities planned teachers well. By playing, they can develop independent attitude: for example finished playing children will put back the tools that are used to play in place, if this is done constantly then the learning activities will be settled in the child that made ​​an impression on the child, for that, in kindergarten teachers need a special counsellor teachers in helping children develop the independence, according to the stage of the children’s development.

**B. Problems**

The problem of this paper is: how do teachers provide guidance in developing independence early childhood?

**C. Purpose**

Providing knowledge to educators regarding the provision of guidance in early childhood develop independence.

**D. Discussion**

**1. Definition of Play and Self-Independence**

In kindergarten teachers help children in managing the development dimension, of course, there are ways that teachers can do so that the child can grow optimally is through play. According Santroc (2003) play is a fun activity that is involved for its own sake. This means that children do fun without seeing results. Agreed that put forward by Hurlock (2008) play is any activity that is obtained for the pleasure caused without considering the end result. So he wanted to have fun after the kids play without expecting the final results. Unlike, adults play to achieve the final result. Meanwhile, according to Froberg in Dockett & Fleer (2000), playing for children is a symbolic meaning, active, fun, voluntary, limited regulation, and episodic or in fragments. It is clear by Fleer that children do on their own play activities, children were active laughing with her friend and obtained pleasure and can eliminate frustrating. As stated by M. Jefree (1994) said the play is also a safety valve that prevents frustration. Of course we are talking about children who continue to passionate play.

From the above opinion may be said to play is an activity performed by the delightful children, without coercion did not expect the end result: by playing children learn to be independent, responsible, honest, sporty, so it can grow the good of all aspects of the development of cognitive, language, social, emotional and spiritual.

**Self-Independence**

According to Yusuf, independence is a characteristic of a healthy personality. Reflected the individual's ability to think and act in a way capable of taking decisions. Develop them and adapt constructively with environmental norms performed. Retrieved October 27 2012 from *http / / repository.upi.edu/operator/upload/s/pls/capter2.pdf.*

Self-reliance is closely related to the self concept, self-appreciation and self-regulating. Children will understand the demands of the environment against them and adjust their behavior, Retrieved October 27 2012 from *http / / repository.upi.edu/operator/upload/s/pls/capter2.pdf*. Clearly the meaning of independence is the ability to do its job on its own without the help of others is closely related to how to organize, and to understand them so that they can adjust to their environment.

**2. How to Develop Children independence**

Each child has its own characteristics, the

child with others differ both potential and growth rhythm owned. The development of each dimension does not stand alone, but interact with each kind of cognitive, physical, social, emotional and language. Language development in children is a tool to express something to others. Through language children can understand what is desired by others. For example, teachers expressed after 2 (two) weeks of school children learn on their own and no longer waiting for a parent or caregiver and doing activities with friends and teachers, children are expected to start showing courage, socialize and independence. This is in line with the statement Musbikin (2012) that the competition is getting skin fold and increasingly strong competition, expected more independence and courage to be different from the others should appear.

From the above as educators should provide motivation and freedom to children to conduct their own activities, so children are trained to be independent, and daring to express themselves. Children are expected to learn, who have mental health, quality of character and later qualified as a contribution to the nation. The development of children's language has a close context with independence as a language children can understand the message expected by educators. If the child's language development is hampered, the development of intellectual, social and emotional are not honed. In kindergarten teachers help children improve all dimensions of development are optimally by playing. For example, when children are playing blocks in groups to create a form home, according to the child's ability. Here will be an interaction among children and dare to express opinions, the opinions of friends, help each other, and give each other. Through the play, they can develop aspects of language, cognitive, social, emotional, and art.

Language Barriers in effect on the developmental aspects have been programmed by the teacher, because not all children are expected to understand the message in order to cause barriers in developing the physical functions of motor, intellectual, social, and language. This will be a barrier for a kindergarten teacher who has no knowledge of counselling. The problems faced by the child's independence would leave without any attempt to address it. So the problem will be more complicated and would interfere with the child's development.

For that kindergarten teachers should have the ability to provide tutoring services. Guidance in kindergarten has characteristics tailored to the child's development. So, the pattern of assistance provided should be tailored to the child's mindset. Teachers have flexibility in solving the case at hand. According Semiawan (2009) stated that flexibility can change things in a way or a different approach. So do children's flexibility would require the courage to change the way in solving the problem at hand. The goal is that the problem can be solved quickly and accurately. In addition, teachers must also have the creativity that can think creatively, quickly and appropriately in helping children. Agreed to say Csikszentmihlyai (1996) are some measures of creativity, ideas, or products that change from the old domain to the new domain. So people are saying if capable of creative thinking or acting experience changes from one domain to a new one.

Implementation of programs and counseling services in kindergarten is different from the implementation in the higher schools. Officers’ guidance in kindergarten is still very rare for that educators should be able to carry out learning activities in the form of guidance and training. During this time many kindergarten teachers are stuck on an erroneous concept of guidance. Where teachers are able to take over the problems faced by children, but forget the function just help to solve the problems of children. The error has been sufficiently widespread concept that was considered normal. For example: the child does not want to take the books and teachers do not get the book. However, to help children that they take themselves by providing a comparison of other children who took their own books. In accordance with the statement Syaodih (2005) conceived through several phenomena following the implementation guidance:

1. Learning in kindergarten should be basically implemented in shades play. Counseling services as part of the learning process can be separated from the need to use shades to play;

2. Role of peers in helping tackle their problems in kindergarten is dominant because of its high association with peers;
3. Children depend on the person, for it limits the child's parents in problem solving.

According to Campbell (1996) at the time the child is experiencing rapid growth process. Children have a lot of convenience in receiving various stimuli that will affect brain function. In connection with the development of brain function, especially women are more dominant role in influencing the child in the womb. According Fatmah (2006) the family is the first and foremost place for children to get an education. Psychological satisfaction derived from the family will determine how the child reacts to the environment. The family is where children get the love; care and protection of children here are also getting positive habits so that children become independent. Families should provide opportunities for children to develop through play optimally.

Guidance is given in kindergarten through play. Kids have fun without any element of coercion from others, regardless of the end result so as to develop all aspects. By doing play activities kids can have a positive self-concept so that he can adjust. According Symond cited by Muntholi'ah (2002), self-concept includes four aspects, namely: (1) how people observe in the image itself is stored as a part of itself, (2) how people will think of himself, (3) how people judge themselves, and (4) how people tried in various ways to refine and defend itself.

From above opinion, the child will understand him very well so it can fit in, have a positive self-concept is embedded in the family at an early age so that children are ready to enter school age as stated by Piaget in Semiawan (2002), children aged 2-5 years said to be the first critical period in the life chart can be passed as well, the social development is characterized by its own desire and fantasy world, which will develop a healthy fantasy life that is finally ready to enter school age. Adjustment child naturally begins in the womb because it has been functioning sense of hearing during the contraction.

Line proposed by Samples (2002) that children aged 0-2 years, the first five senses function is Hearing. Hearing of children has been working since 4 months in the womb. After hearing functioning senses, it causes the child to interact with his mother through cues kick which resulted in a contraction. Children have learned to understand their environment, especially what is perceived by the mother when the child was born has been blessed with the brain and the brain has to work to control human activities, recognize, and interpret all the natural phenomena of this complex world. So the brain works by regulating the activity of all human organs.

Each part of the brain is not independent, but the brain works related to each other and made up of billions of brain cells (neurons) that develop up to 2 years ago when stopped and formed nerve cells (nerve sell connection). According to Campbell (2001), the brain development of young children aged 0-2 years old child has about 100 billion neurons at birth.

Children are able to say the word over and over again with an expression. Repeated actions are useful to develop the ability to coordinate between the mind and the ability to speak. So educators should continue to actively stimulate the development of children's language by saying the appropriate vocabulary and context in which it is clear that the full understanding of the language proficiency level will accelerate child's language skills. According Samples (2002) brain development of children aged 3-4 years had formed lines with strong brain connections with associative network. So it can be said that it is through language that children can understand better what was ordered brain. Teachers in this case it would be easier to give the message to the child so that the child would be easy to do with such independence can be developed properly. For example, the teacher said that until the school opened its own shoe and put it in a shoe rack. Clothes completed home school put in place. Put the dishes after dinner in place. Children this age can do two at once two commands properly. Because neurons are connected to it need stimulation of educators would be very helpful, as raised by these experts.

According to Hale (2004) at the age of 3-4 years is happening is the child's basic neuron system has been connected properly. Then the neural network if the child has begun to spread stimulated according to the stage of development and needs of children. For that family plays an important role in protecting children as stated by Meliala (2012) each parent has the instinct to protect children from harm for the child to live comfortably. Child's desire to be independent from an early age to be supported by the right way, what do we do when he needs help? What do we do when the result is less good? So it is clear that the family serves as a protector for members of the family of the disorder. In putting their own children in the family means finished playing, without the help of others.

According to Morrison (2008) goal of independence, (1) to help children become self-sufficient in a way to encourage children to do everything themselves, (2) Provide access to the freedom of the child in accordance with the equipment or materials, (3) Ask the child responsible for the retrieval, collection and arrangement of material. In kindergarten was introduced to the culture of the child and the wider world it aims to prepare children in dealing with academic learning in further education. Conditions confirmed that the field of neuron science has shown the human brain function and organization of work related to the development and advancement of early childhood education. According Semiawan (2009), learning process is to strengthen relationships between synapse. If the neurons are not stimulated or connected, the neurons will die.

So it is clear that the role of educators is critical in developing a child's independence by providing the proper stimulation so that the child can be independent in performing duties in accordance with the development. Professional teachers are required in this case to provide guidance to children, also get a reward. It is also said by James & Walters (2010), it is largely determined by professional teachers, salaries and benefits policy set. Government's attention to the existence of a professional certification as a teacher is expected to help all the problems that occurred in the early kindergarten that will be resolved by either including gifted children.

**E. conclusion**

Early childhood education is the foundation for further embedding next education. Educators in this term are very important role in developing a child's independence. There are several things to develop independence kindergarten, among others: (1) encourage children to do everything themselves, (2) giving freedom of access to the child in accordance with the equipment or materials, (3) asking the children to be responsible for the retrieval, collection and arrangement of the materials . Independence would be realized if the harmonious cooperation between home and school. Guidance is given individually, preferably with shades playing, and handled by specialized personnel starting from an early age because if any will result fatal for further developments. The existence counselor in kindergarten at least will minimize delinquency, behavior problems, potential and special talents possessed child can be detected early so that it will be handled well as dishonesty and dependence that corruption is rampant lately discussed. It is hoped the next generation would be independent without intervention from other parties. They would become leaders who can make decisions quickly, correctly and not harm others.

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