

## A PLAY-BASED GROUP GUIDANCE MODEL: HOW IT WORKS TO DEVELOP KINDNESS CHARACTER AMONG TODDLERS

Euis Kurniati<sup>\*</sup>

---

**Abstract:** The character development nowadays have been a national issue regarding the increasing act of crime, moral decadency and ethical corruption in multiple places including the schools. These phenomena showed the importance of character development as soon as possible. One of the characters that should be developed is the kindness, namely the character that describes the tendency for doing something good to the other people, to love and to pay attention to the prosperity of the other people, to help those who need assistance, to show their care and to look after the other people. Based on the problems that have been explained, the study was to generate the Play-Based Group Guidance Model (*Model Bimbingan Kelompok Berbasis Bermain*) for Developing the Character of Kindness in the Toddler. The model was developed based on the concepts and the characteristics of playing game, the group guidance by means of Adlerian approach, the guidance-based learning and the developmentally appropriate guidance. The results of the research showed that the BKBB Model that had been developed and that had been implemented in the kindergarten might be integrated to the learning process and, according to the reflection of the kindergarten-level teachers, might be implemented for developing the character of kindness especially among the kindergarten students. The recommendation of the study would be that the BKBB Model might be implemented for assisting the students in developing the character of kindness that might be benefitted by the kindergarten operators.

**Keywords:** Group Guidance, Play, Character of Kindness, Toddler.

### INTRODUCTION

The character development nowadays has been a national issue as having been stated by the (former) the President of the Republic of Indonesia Susilo Bambang Yudhoyono in his speech during the celebration of the National Day of Education in the Presidential Palace. In his speech, he emphasized the importance of character building. The character-individuals have been the people who possess good traits, morals and ethics and these aspects might be shown through the following behaviors: being tolerant, performing mutual respect and showing harmony. The character development should be optimized in the educational process ([www.setned.go.id/access/02-02-2012](http://www.setned.go.id/access/02-02-2012)).

However, recently Indonesia has been suffering from the problems of character development. The cases of motor gangsters, robbery, murder, corruption, pornography, rumble, drug misuse and other social problems show the moral decadency among the Indonesian people. These problems do not only occur within the society in general but also within the schools in specific. The cases of going off the schools, cheating in the examination and being involved in the rumber have

---

<sup>\*</sup> Department of Guidance and Counseling, Faculty of Education, Universitas Pendidikan Indonesia

become the difficult problems to be solved as having been reported in: *Liputan 6* on Friday, October 22<sup>nd</sup>, 2010; *Suara Merdeka* on Wednesday, March 3<sup>rd</sup>, 2004; and *Kabar Indonesia* Online Newspaper on February 7<sup>th</sup>, 2010. The latest news related to such social problems has also reported another act of crime that has been done by the children, such as the death of a student from Tamalanrea State Elementary School who had been bullied by his classmates ([www.beritakotamakassar/access/02-04-2014](http://www.beritakotamakassar/access/02-04-2014)).

The character problems in the schools were also found in the results of observation toward the Group A in one of the kindergartens located in the Sub-County of Sukasari, Bandung. The study was conducted from January 9<sup>th</sup> until January 31<sup>st</sup>. The results of observation showed that the students in general were late to school; there were only 5 of 16 students who came to school on time. Then, the students paid less respect to the teachers; the students did not pay attention to the teachers' explanation during the circle time and even some of the students did not want to participate in this activity. There were only few students who finished this activity and the other students would jump up to the locker, the table and the chair. Furthermore, the students ran and shouted inside the classroom, the students were selfish, the students refused to be involved in the undesired group, the students insisted on their own opinion, the students mocked their friends who suffered from failures, the students did not want to share to each other, the students had not been able to obey the regulations and the students were still selfish. The data showed that the children, in this case the toddler, had difficulties to be the part of the social life.

In order to gain more information regarding the problems of students' characters in the school, the researcher performed a structured observation by using the character strength instrument that had been developed based on the concept of Peterson & Seligman (2004). The data in the structured observation showed that the students were still weak in performing the character of kindness. On the other hand, the results of a study by Otake et al. in Japan (2006) showed that the character of kindness had been able to provide happiness for the people who displayed such character. The happy people became better and became thankful by committing more kindness.

The explanation from the previous paragraphs shows the importance of implementing the character development as soon as possible because the early childhood for the toddler has been a critical period for the establishment of one's characters. The toddler education will provide positive impacts for the following children's development. adker (Semiu, 2013) states that the lifestyle is formed when the children reach the age of 4 or 5 years old and ever since then the experiences are assimilated and are used in the unique lifestyle. The attitude, the feeling and the perception are formed and become mechanistic in the early childhood and practically as a result the lifestyle might not be changed anymore. Many experts

state that the failure of establishing the characters in the early childhood will form a troubled personality in the adulthood (Megawangi, 2004). Thereby, in the early childhood the toddlers need to be prepared so that they will have strong personality and will possess certain characters especially the character of kindness. Therefore, the problem formulation in the article will be “What is the type of guidance that might be implemented for developing the character of kindness since the early childhood among the toddlers?”

## **THEORETICAL FOUNDATION**

### **Guidance and Counseling for the Toddlers**

Guidance activities have been an inseparable parts in the education and have a strategic position in delivering the students to the achievement of their optimum development. The guidance activities in the schools are necessary in each educational level including the kindergartens. Kindergartens are an educational institution intended for 4-6 years old children. The kindergartens have been one of the manifestation toward the early childhood education in the formal degree. As having been stated in the Law Number 20 Year 2003 Regarding the National Education System Article 1 Verse 14, the Early Childhood Education is a developmental effort that has been intended to the children from the time when they are born until the time when they reach the age of 6 years old and that will be implemented by providing educational stimuli in order to assist the children’s physical and mental growth and development so that the children will be well-prepared when they enter the higher or the further education.

The kindergarten-age children, or the toddlers, have the prominent characteristics namely: unique, egocentric, active and energetic, highly curious, explorative and adventurous, expressively and spontaneously displaying their behaviors, full of fantasy, easily frustrated, having lack of consideration in performing something, having short memorizing capacity, possessing the spirit of learning, learning a lot from experiences and exposing interest toward their friends (Solehuddin, 2009).

Referring to the above statements, the guidance will be focused on the assisting efforts that have been conducted by the teachers/the mentors toward the toddlers in order that the children will be able to grow and develop optimally as well as be able to handle the problems that they encounter (Syaodih & Agustin, 2008). Specifically, the guidance and counseling service performed to the toddler is intended to assist the children so that the children will be able to: (1) know themselves more; (2) develop the potentials that they possess; (3) handle the problems that they encounter; and (4) prepare the children’s mental and social development to enter the higher or the further education.

The National Department of Education (2008) states that in the national kindergarten level there has not been any structural position for the counselors.

The function of guidance and counseling is still preventive and developmental and the time allocation for the activities of individual planning is smaller while the responsive service was provided to the teachers and the parents in handling the disturbing behaviors. Pragmatically, the components of guidance and counselling curriculum implementation demands greater time allocation in comparison to the other educational degree.

The guidance service that has been considered ideal is the group guidance. The group guidance is ideally appropriate to the people who have been struggling for handling the issues such as intimacy, trust and self-esteem. The group interaction helps the activity participants to identify, to gain feedbacks and to change the patterns that disturb multiple relationships. The great benefit from the group therapy is to cultivate the patterns of “here and now” behaviors in the group situation that has been more similar to the reality and that has been closer to the inter-personal events (Natawidjaja, 2008). The activities of group guidance are a program that should be studied and should be mastered by a teacher because in the early childhood education the teacher serves as the mentor in addition to serving as the educator as having been stated by Syaodih & Agustin (2008) in the following statement: within the implementation the guidance should be implemented integratively to the learning process.

### **Guidance-Based Learning and Developmentally Appropriate Guidance**

The activities of guidance and counseling for the toddlers have been done together and integratively from one to another. Solehuddin (2009) states that in the perspective of guidance learning has been focused efforts toward the provision of behaviors and the creation of learning environment that will be in accordance with the needs of children’s learning and development. Solehuddin also elaborates the guidance-based learning concept that has the following characteristics: (1) the learning objectives are directed to the development of all aspects from the children’s learning and development optimally and proportionally; (2) the materials of learning activities are comprehensive and integrated, rich and various and relevant with the children’s capacity, interest and demand; (3) the learning method is implemented integratively through multiple themes, projects or activities by paying attention to the children’s background and learning progress; (4) the relationship pattern and the interaction manner between the teachers and the children are actualized by exposing the attitudes and the behaviors that support the children’s multiple potentials and interests, by respecting the personality of each children without any exception, by treating the children normally, by providing positive support toward the children’s learning efforts and by having warm and open relationship with the children; (5) the teachers should provide special attention and treatment toward certain children that demands extra care; (6) the teachers should perform

assessment in order to find the children's learning progress in order to improve the children's learning quality and development; (7) the provision and the use of learning media and equipment should be conducted in accordance with the level of the children's development, learning capacity and socio-cultural context, should be variative and should be interesting so that the teachers will provide opportunities for the children to select and to invite the children to be actively involved and to be enthusiastic in the learning process; (8) the arrangement and the management of the classroom and the yard should be conducted in such a way that the children will learn various-individually, communally and classically and the teachers should provide a conducive class by applying rules and regulations for the children in a simple and consistent manner; and (9) the relationship and the cooperation between the teachers and the parents should be established in an equal partnership because education is a shared responsibility between the parents and the teachers.

In line with the statement, Gartell (2004) displays his principles of Developmentally Appropriate Guidance that has been adapted from the DAP concepts as follows: (1) the teachers make use of guidance as a tool for teaching the democratic life skills; (2) the teachers view the conflicts in the classroom as the troubling behaviors and make use these conflicts as the opportunities for teaching; (3) the teachers should understand what are the reasons behind the children's behaviors; (4) the teachers should establish and maintain the supporting classroom (the encouraging classroom) in which each child will feel accepted and will be able to fully participate; (5) the teachers should make use of DAP concept for anticipating the occurrence of troubling behaviors; and (6) the teachers should serve as a professional instead of a technician.

### **Group Guidance by Means of Adlerian Approach**

The group guidance by means of Adlerian approach implies that the intervention that will be conducted is established based on the Adlerian's point of view regarding individuals, which should be seen and be understood from the social context (individual psychology). Davidson (Semiun, 2013) states that the individual psychology in the Adlerian's point of view is the psychology about a unique, complete and undivided personality. Adler explains that individuals depend on the other people or on the social interest that becomes the final standard for the psychological health. The social interest (the societal interest) is an attitude of human association in general and is an empathy toward each ethnic member; the social interest is experienced in the affective, the cognitive and the behavioral level. The societal interest manifests itself into cooperation with other people for the sake of social progress instead of personal profit (Semiun, 2013). Kottman states that there are four phases in the Adlerian counseling process namely: (1) establishing egalitarian relationship; (2) exploring the children's lifestyle; (3) assisting the children in getting the insight into their lifestyle; and (4) performing reorientation

and reeducation toward the children in assisting the children to learn the new skills in order that the children will be able to establish relationship with their own self, the other people and their environment. This phase is not totally separated and independent. For example, the counselor will establish the relationship with the children by playing together; the counselor will immediately understand one of the children's lifestyle aspect and will help the children to expand their knowledge to the other aspects in the same time so that the exploration toward the other aspects might be continued. However, the Adlerian believes that counseling should be conducted in a sequential process through the four steps namely although the counseling will be limited by the time (Sweeney & Homeyer, 1999).

### **Play-Based Group Guidance for the Toddlers**

Playing is identified by the experts as the children's duty (Schaefer, 2011; Gordon & Browne in Moeslichatun, 1996). The best way to establish a therapeutic relation with the children is to play with the children and establishing the activities of this relationship is very important in the therapeutic process. Playing is an activity that has the following characteristics: being voluntary, having intrinsic motivation, being flexible in selecting and in deciding how the activities will be done (Schaefer, 2011).

Playing is the main activity in the toddlers. According to Garvey, Schaver & Reid (Rusmana, 2009), playing is considered as a behavior that occurs normally and that might be found in the life of both human and animal. Playing is intrinsically supported by the desire to have fun. Fromberg & Bergen (2006, p.14) the types of playing activities in the 4-8 years old children namely: gross motor/active play, manipulative/constructive play, imitative/imaginative/dramatic play, creative play, arts and craft play, miniature play scenes, musical instrument play, cognitive play, games-with-rules play, skill- development-toys play and book play.

Playing has benefits in the daily life for all age. Playing is a fun, educating, creative and stress-decreasing activity and playing also encourages the appearance of social interaction and positive communication. When they are playing, the children learn to handle the frustration, to control their emotion and to adjust themselves to the task well. *Children can practice new skills in a way that makes sense to them, without the structured confines of "the real world" or the need to use verbal language* (Schaefer, 2011). Similarly, Landreth (Schaefer, 2011) also states that *play* is a child's language and toys are the words.

Then, Santrock (1995) provides similar statement that playing has been able to improve the peer affiliation, to lessen the stress, to increase the cognitive development, to increase the explorative capacity and to provide a safe sanctuary for the behaviors that are potentially dangerous. Playing games increases the possibility that the children will talk and will interact to each other. During the interaction, the children practice the roles that they will play in their future life.

Playing is a natural way for the children to find the environment, the children, their own self. Principally, playing contains the fun and regards the process than the final result. The development of playing games as a learning manner should be made appropriate to the children's age development and capability; in other words, the age and the capacity should be gradually developed into the playing-while-learning activities (the elements of playing are bigger) from the learning-while-playing activities (the elements of learning are bigger). Thereby, the children will not be awkward in attending to the learning manners in the next level. Therefore, in providing the learning activities to the children the teacher should pay attention to the children's maturity or developmental phase, the playing tools or the assisting tools, the implemented method, the time, the place and the playing colleagues (Depdikbud, 1995).

Playing games might be done both individually and communally. The children is able and is very possible to harness the benefits of the relationship and the interaction that have been established in the group playing. Within a group, cooperation has been an important aspect and the willingness to follow other people has been very suggested matter. In the same time, the creativity and the originality are two respected aspects; through the group, children will identify themselves and they will learn because they are given opportunities to have communication in their language namely the language of playing. Through playing game, they have their lessons through what they hear and what they see in the other children (Rusmana, 2009).

### **The Character of Kindness Concept**

Peterson & Seligman (2004) explains that the character of kindness has been the part of humanity. The humanity emphasizes the interpersonal strength that involves the tendency of being together and establishing relationship with other people. The humanity has the three following strength: (a) love, which has been the appreciation toward a very closed relationship, the mutual sharing, the mutual compassion and the mutual interdependence from one to another; (b) kindness, which has been the display of generosity to the other people and which has been the encouragement to the other people although they do not know each other; and (c) social intelligence, which has been the compassion and the care toward the other people, the awareness of understanding the demands of the surrounding environment and the ability to make someone else feel comfortable.

The character of kindness describes the tendency of doing something good to the other people, to love and to pay attention to the prosperity of the other people and to display the willingness of looking after the other people. The character of kindness has a closed terminology to the self-orientation as the part of other people. The orientation is in contradiction to the solipsism namely when the self is in contact with other people only if the other people would like to contribute something to him

or her and only if the other people benefit him or her. The character of kindness puts a high priority to the humanity in the sense that the other people is as valuable as one's self; they need to be given attention not only for certain reason but also for every single other aspect.

The development on the character of kindness in the toddler is measured from the following behaviors: (1) displaying generosity; (2) displaying nurturance; (3) showing care to other people; (4) showing compassion; (5) showing altruistic love; and (6) showing niceness. These characters might be effective if an individual appreciates the other people and would like to the other people without any intention; he or she does not commit these characters because of good reputation or personal benefit although these character might bring about such reputation or benefit. If it is so, then the good reputation or the personal benefit might be considered as an advantage for him or her.

## **RESULTS AND DISCUSSIONS**

### **The Development of Playing-Based Group Guidance Model for Developing the Character of Kindness for the Toddlers**

The Playing-Based Group Guidance Model had been defined as the general pattern of guidance service that had been provided by the teachers to the learning participants in the form of group setting. The group setting had been based on the characteristics of playing, the group guidance by means of Adlerian approach, the guidance-based learning and the developmentally appropriate guidance.

The general objective of Playing-Based Group Guidance Model was to develop all of the children's developmental aspects in order that the children might grow and develop optimally and successfully in overcoming their life challenges. Then, the specific objective of Playing-Based Group Guidance Model was to develop the toddlers' character of kindness in order that the toddlers might have appreciation and meaningfulness in their environment as well as happiness whenever they were with other people. The character of kindness covered: (1) generosity; (2) nurturance; (3) care; (4) compassion; (5) altruistic love; and (6) niceness. These aspects in the character of kindness were displayed in the following behaviors: sharing, saying thank you, playing with friends, waiting for turn, greeting, offering help, apologizing, listening, asking for help when they need toys and asking for permission.

In the Playing-Based Group Guidance Model, the children's playing activities were divided into the following groups: (1) Free Playing Group; (2) Centralized Playing Group (Traditional Game); (3) Constructive Playing Group; (4) Role-Playing Group; (5) Group and Letter Playing Group; (6) Craft Playing Group; and (7) Reading Playing Group.



Based on the Adler's proposition toward the phases in implementing the guidance for the children, the Playing-Based Group Guidance Model consisted of eight phases in the model implementation and the phases were as follows:

- *Engagement*: In this phase the counselor/the teacher built the relationship with the students so that there would be an association between the teacher and the students. The teacher had an interaction with and displayed the compassion and the acceptance. This phase would be very important in order to provide the children's security and trust toward the teacher/the counselor. The activity that would be done might be welcoming the students when they came to school.
- *Boundaries*: The counselor decided the boundaries in order to establish a more intensified relationship with the students. The counselor provided direction (tracking), restated the content of service, reflected the feelings, selecting the strategy and provided encouragement.
- *Exploration*: The phase was conducted in order to explore the children's lifestyle. The counselor mentored and observed the children when they were playing and performed activities of other interaction that the children selected on their own.
- *Transition*: The phase was a transition from the individual option to the individual that considered role of other people. The activity that would be conducted might be performing the activities of centralized game or of traditional game.
- *Relaxation*: The phase had been a recovery stage for the students after they took a participation in the playing activities that generally drew their energy. The stage was conducted with minimal activities and with consuming snacks together.
- *Class Activity*: The counselor made use of information that had been gathered in the previous stage by assisting the children in attaining insights into their lifestyle. The counselor performed penetrations, metaphors, art techniques, supervisions and jokes in order to assist the children in testing their behaviors, perceptions, feelings, reasons and attitudes while they were making decisions upon which aspect that should be changed and which aspect that should be preserved. The activity that would be done in the stage might learning the classroom rules and performing activities that should be in accordance with the consequence that had been selected in the previous stage.
- *Re-education*: In the stage the counselor restated and taught new skills in order to assist the children in strengthening what they had learned from the previous stage. The activity that would be done in the stage might be telling stories and reading books that should be relevant to the skills that had been taught.

- *Reflection*: The stage was a closure and should be performed by having reflection toward the activities that had gone through. The counselor altogether with the students might decide the activities that would be done tomorrow. The stage also provided information regarding which students who should be guided.

### **The Teachers Reflection in Implementing the Playing-Based Group Guidance Model for Developing the Character of Kindness in the Kindergartens Located in the Sub-County of Sukasari Bandung**

The Playing-Based Group Guidance Model that had been developed was tested toward the kindergarten teachers in the Sub-County of Sukasari Bandung. The kindergarten schools were as follows: Lab School UPI Kindergarten, Armia Kindergarten, Ar Raudlah Kindergarten and Nasywa Kindergarten. The study was performed from in August and was implemented in October-November 2014.

For example, the dimension of generosity might be observed in the children's behaviors during the choice time in which the students who had finished the playing activities in the certain playing groups negotiated their desire to move to the other group and the members of the other group agreed to his or her negotiation. This finding was supported by the result of a reflection that "the children share their food and do not fight for the toys" (the reflection of Mrs. Ri from the Armia Kindergarten).

According to the teachers, the Playing-Based Group Guidance Model was interesting because the model integrated the play to all activities (based on the reflection of Mrs. Re from the Ar Raudlah Kindergarten); however, there were also some teachers who had difficulties in implementing the model and they provided the following reasons: small rooms, not having sufficient equipment, shorter periods and different program focus. These reasons showed that basically the teachers had difficulties in adapting their routine activities into something new; in other words, the teachers had difficulties to get out of their "comfort zone" and, as a result, when they were exposed to the innovation they would think about difficulties instead of challenges. However, after the teachers attended the training programs, the micro-teaching programs and the mentoring sessions the teachers would like to try implementing the Playing-Based Group Guidance Model. After the teachers tried implementing the model in the first day, in general both the teachers and the students were confused. Even several teachers brought the manual of the model during the learning process. However, in the third day both the teachers and the students had been accustomed to the model and, according to the reflection of the teachers, the model was very useful for them because the model was more systematic as having been explained by Mrs. Re (Ar Raudlah Kindergarten): "In the beginning the model is tiring me but now it has been easier for me and the children and the children have memorized the sequence of the model as well. As a result, I am not

confused anymore about what to do in the classroom due to the tight schedule.” According to the reflections of the teachers, the Playing-Based Group Guidance Model had several strengths as follows: (1) the children were free to choose the activities that they like; (2) the time was systematic (there were not any children who ran all around the classroom).

### **The Peculiarity of Playing-Based Group Guidance Model in Implementing the Character of Kindness among the Toddlers**

The Playing-Based Group Guidance Model indeed had peculiarities in comparison to the other model and the peculiarities would be explained as follows:

Playing became the center of students’ activities when they were in the schools. From the time when the students arrived in the school, they played a game called “First Come First Served (*Siapa Cepat Dia Dapat*).” In this game, the children picked up a queue number of arrival. The children’s queue number of arrival would influence the children’s opportunity to choose the activity in the classroom. The impact of the game was that the children would come to school as early as possible in order to be the first and thereby the game would minimize the number of students who came late to school. Playing became an urgent activity for the toddlers and therefore the children needed to have so many playing opportunities. Budiartati (2007) stated that playing had benefits in developing the children’s skills so that the children would be more ready in encountering their environment and in attending the higher education degree. Santoso (2006) similarly stated that one of the most apparent children’s characters was fond of playing. The results of a study by Tandon et al. (2012) who examined 8,950 kindergarten students in the United States of America showed that most of the samples did not have opportunities to have outdoor playing activities everyday. The outdoor-playing activities for the children who were sent to the child care center had been a critical aspect especially for the children whose parents worked outside the house. The playing opportunities for the children should be supported also by providing secure and appropriate playing facilities. Baskara (2011) stated that based on the data of Consumer Product Safety Commission (CPSC) from the United States of America in 1999 there had been 202,970 accidents related to the playing ground facilities with 75.80% occurrence in the public space. Even in 1990-2000 there had been 147 casualties in the playing ground (Tinsworth & McDonald, 2001). For the cases in Indonesia, the data regarding the playground accidents had not been notified; therefore, the level of security and safety had not been measured yet. The children playground was a place that had been designed for the children to have playing activities freely in order to attain happiness, joy and fun; in addition, the children playground was also to develop the children’s cognitive, social, physical and emotional capability. Baskara (2011) formulated the normative control in relation to the playground design for the children that might be observed in the following tables.

The playground control should also consider the other components such as location, layout, playing tools and materials.

**TABLE 4.32: THE CRITERIA AND THE INDICATORS OF CHILDREN PLAYGROUND DESIGN**

<i>Criteria</i>	<i>Indicator</i>
Safety	The physical construction of the playing facilities does not cause/enable the occurrence of accident during the operation.
Health	The playing facilities should be free from any factors that might cause the health disorder both in the short term and in the long term.
Comfort	The physical comfort is not disturbed during the operation of the playing facilities. The psychological comfort should display the sense of being secured from the surrounding environment and of being protected from the disturbing climate.
Easiness	All of the playing facilities should be easily operated, be easily understood and be easily accessed by all children.
Security	The playing facilities should be free from any factors that might cause an act of crime and of vandalism.
Beauty	The playing facilities should visually encourage people to come as well as to have special impression and identity as a children's playground.

The type of playing activities are divided into two categories namely the indoor playing activities and the outdoor playing activities. Santoso (2006) stated that the playing activities might be conducted inside or outside the classroom. The playing activities or the game should have multiple values so that these activities would develop all of the children's potentials or personality aspects. The games that were related to the soft motoric capability should be conducted in the indoor arena, while the games that were related to the hard motoric capability should be mostly conducted in the outdoor arena. In the Playing-Based Group Guidance Model the children first of all explored the out-classroom playing activities in order to develop their physical-motoric capability especially the hard motoric capability altogether with the other developmental aspects. The activities in this stage were performing music and movement/gymnastics/traditional martial arts/dances in the morning. The playing activities in this stage also served to channel out the abundant energy within the children so the children would be ready and focused in the in-classroom playing activities (the stage of class activity).

The U.S. Department of Health and Human Services ([www.cdc.gov/healthyyouth/physicalactivity](http://www.cdc.gov/healthyyouth/physicalactivity)) suggested that the schools should provide time allocation for the students around 60 minutes everyday in which the students would do physical activities and free playing activities. The physical activities might assist the adolescents to improve their concentration, memory and behaviors in the classroom. The importance of outdoor playing activities had also been explained by Taylor & Morris (1996); in their opinion, they stated that the outdoor playing

activities had been a very important aspect and an inseparable part of the well-qualified early childhood education curriculum. The outdoor playing environment should be a set of “safe and appropriate” playing facilities for the children development. The ratio of appropriateness between the children and the adult should be given attention in order to prevent the unexpected accident as well as to facilitate the children’s interaction so that the children would be able to develop the physical, social and language aspects. In each facility the teachers should have skills of performing the first aid as an act of prevention toward any emergency situation. The outdoor playing activities and the playground environment would enable the children to be familiar with nature and their surrounding. The outdoor playing activities provided an opportunity for the children to use and to develop their hard motoric capability in addition to express themselves freely with a loud voice (Bredekamp, 1987; Taylor & Morris, 1996). After the children attended the activities related to the physical aspects such as music and movement/gymnastics/dances/traditional martial arts, they might continue the other outdoor playing activities; in this occasion, the children would be divided into two playing groups namely: (1) Free Playing Group, in this group the children were free to express their desires to play in the outdoor arena and usually the children would be running around, be playing slides, playing teeter (*jungkat-jungkit*) and other outdoor activities; and (2) Guided Playing Group, in this group there had been some rules that the children had learned before and in this group the researcher made use of traditional games. Khasanah et al. (2011) performed a study in Tunas Rimba 1 Kindergarten Semarang and the results of her study showed that the traditional games had the local wisdom such as courage, agility, skill, flexibility, strategic thinking, strong feeling, friendship, cooperation, affection, mutual respect, appreciation toward other people, sportsmanship, obedience, patience, carefulness, measurement, comparison, interpretation, fantasy and alike.

The in-classroom playing activities were divided into several playing groups as follows. The first group was Letter and Number Playing Group, which was a group that explored the playing activities that had been associated to the introduction of letters and numbers toward the children. Then, the second group was the Constructive Playing Group, which according to Stroud (1995):

*by playing with block the child learns the nature of basic materials, what things can be made to mean, what is allowed in the realm of the imagination, and what is permissible in the society of ones’s playmates. Block play’s contribution to cognitive development by describing the problem-solving abilities, scientific principles, and mathematical concept associated with constructive play.*

Based on a study by Zahrah (2011), the learning implementation by means of playing block units significantly influenced the improvement of the children’s

creativity and soft motoric capability while the learning implementation by means of conventional approach did not improve the children's creativity in the toddlers of Alkhairaat I Pusat Kindergarten in the City of Palu. Next, the third group was the Role Playing Group. The dominant type of playing games in the pre-school children would be the symbolic or the make-believe ones; these activities were peculiar among the pre-school children and these activities were very potential as well for improving the children's socio-emotional development. Siska (2011) examined the implementation of role-playing method in improving the toddlers' social skills and capabilities. The results of her study showed that the role-playing method had a quite successful implementation because the method was interesting; the children were actively involved to develop the social skills and the speaking skills through the characters whom they selected and whom they acted. Furthermore, the fourth group was the Craft Playing Group. The Craft Playing Group was a playing group that explored the creativity in creating something. The general activities in the group were the ones related to the art. The playing group would encourage the student to be able to create something. Last but not the least, the fifth group was the Reading Playing Group. Reading activity has been a predominant one among the toddlers. The teachers read the stories for the children especially the ones that have been related to the theme or the characters that the children should pay attention to. The reading activity should not be intended to force the children to like reading; instead, the reading activity should be intended to make the students to enjoy reading.

The guidance/learning stages were clear (systematic). The Playing-Based Group Guidance Model had 8 stages as follows. The first stage was the Engagement Stage in which the teachers built relationship with the students so that there would be an association between the teachers and the students. The teachers had an interaction with the students and, in the same time, the teachers displayed compassion and acceptance toward the students. The stage was very important because the stage provided security and trust from the students or the children to the teachers. Then, the second stage was the Boundaries in which the teachers set the more intense bonds with the students. The counselor provided directions (tracking), restated the content of the service, reflected their feelings, decided the strategy and provided encouragement. Next, the third stage was the Exploration in which the teachers explored the students' lifestyle. The teachers observed the students' lifestyle when they were playing and when they were committing other interactional activities that the children selected. Afterwards, the fourth stage was the Transition in which there had been a transition from the individual choices to the choices that considered the role of other people. The activities that would be committed were performing the guided or the traditional playing activities. Then, the fifth stage was the Relaxation in which there had been a recovery for the children after they committed playing activities that in general drew most of their energy. The stage was carried out by having food and beverages together. Next, the sixth stage was the Class Activity in

which the counselors made use of information that they attained from the previous stages by assisting the children in having insights toward their lifestyle. The teachers performed interpretation, metaphors, art techniques, confrontation, supervision and jokes in order to assist the children in testing their behaviors, their perceptions, their feelings, their reasons and their attitudes. The test was very important because the test would help them in deciding which aspect that should be changed and which aspect that should be maintained in their life. The activities that would be committed in the stage were learning to set the classroom rules and performing activities in accordance with the regulation that had been set in the previous stages. The seventh stage was the Reeducation in which the teachers restated what they had taught and taught the new skills in order to help the students in strengthening what they had learned previously. The activities that might be committed in the stage were telling stories and reading books that should be relevant to the skills that had been taught. Last but not the least, the eighth stage was the Reflection which served as the closure for the model and in the stage the teachers performed a reflection toward all of the activities that the students had gone through. The teachers/the counselors altogether with the students might decide the activities that would be committed tomorrow.

## CONCLUSIONS

The essence of playing activities in the Playing-Based Group Guidance Model has not only become the gift in the breaktime or the mere learning method but also has become the center of the learning process. Playing activities and games have become the learning means for the children in developing their multiple skills. The children do not only play when they have opportunities to do so; instead, the teachers also provide opportunities in which the children might play and develop their multiple skills. These statements have been in accordance with the opinion of Santrock (2002) which states that playing games or playing activities has been essential for the toddlers' health. Playing games or playing activities has even been more crucial in the turning of the 21<sup>st</sup> century since they keep having stress in their life. Playing games or playing activities increases the affiliation with their peers, decreases their stress, increases their cognitive development, increasing their explorative capability and provides a comfortable shelter toward the dangerous behaviors. Playing games or playing activities increases the possibility that the children will talk and will have interactions from one to another. Up to date, the children practice the roles that they take in their future life.

## References

- Baskara, Medha. (2011). *Prinsip Pengendalian Perancangan Taman Bermain Anak di Ruang Publik*. JURNAL LANSKAP INDONESIA/VOL 3 NO1 2011.
- Berdekamp, Sue. (1987). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children From Birth Through Age 8*. Expanded Edition. Washington, DC : NAEYC.

- Budiartati, Emmy (2007). *Pembelajaran Melalui Bermain Berbasis Kecerdasan Jamak Pada Anak Usia Dini*. Lembaran Ilmu Kependidikan Jilid 36, No. 2, Desember 2007.
- Depdikbud. (1995). *Program Kegiatan Belajar Taman Kanak-Kanak*. Jakarta: Depdikbud.
- Depdiknas. (2008). *Penataan Pendidikan Profesional Konselor dan Layanan Bimbingan dan Konseling dalam Jalur Pendidikan Formal*. Jakarta: Depdiknas.
- Fromberg, Doris Pronin & Bergen, Doris. (2006). *Play From Birth to Twelve. Contexts, Perspective, and Meanings. Second Edition*. New York, London: Routledge Taylor & Francise Group.
- Gartell, Dan. (2004). *The Power of Guidance. Teaching Social-emotional Skills in Early Childhood Classrooms*. Canada: Thomson Delmar Learning.
- Garvey, Catherine. 1990. *Play*. Cambridge, Massachusetts. Harvard University Press.
- Khasanah, Ismatul, dkk. (2011). *Permainan Tradisional Sebagai Media Stimulasi Aspek Perkembangan Anak Usia Dini*. Jurnal Penelitian PAUDIA, Volume 1 No. 1. hal. 91-105. Liputan 6. *Perkelahian Dua Siswi SMK Terekam Kamera*. Jumat, 22-10-2010.
- Megawangi, Ratna. (2004). *Pendidikan Karakter Solusi yang Tepat untuk Membangun Bangsa*. Jakarta: BPMIGAS.
- Moeslichatoen. (1995). *Metode Pengajaran di Taman Kanak-Kanak*. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Natawidjaja, Rochman. (2008). *Handout Mata Kuliah Bimbingan dan Konseling Kelompok*. Tidak diterbitkan. Prodi BK SPS UPI.
- Otake Keiko, Satoshi Shimai, Junko Tanaka-matsumi, Otsui Kanako, Fredrickson Barbara. *Happy People Become Happier Through Kindness: A Counting Kindnesses Intervention*. Journal of happiness Studies (2006) 7:361-375. DOI10.1007/s10902-005-3650-z. Springer 2006.
- Peterson & Seligman. (2004). *Character Strengths and Virtues. A Handbook and Classification*. New York: Oxford University Press.
- Rusmana, Nandang. (2009). *Bimbingan dan Konseling Kelompok di Sekolah (Metode, Teknik dan Aplikasi)*. Bandung: RIZQI Press.
- \_\_\_\_\_, (2009). *Konseling Kelompok Bagi Anak Berpengalaman Traumatis*. Bandung: Rizqi Press
- Santoso, Soegeng. (2006) *Optimalisasi Tumbuh Kembang Anak Usia Dini Menuju Anak yang Sehat dan Cerdas Mellui Permainan*. Jurnal Pendidikan Penabur. No. 07/Th.V/Desember 2006.
- Santrock, J.W. (2002). *Life Span Development (Perkembangan Masa Hidup)*. Jakarta: Erlangga.
- Scahefer, C.E. (2011). *Foundation of Play Therapy*. New Jersey: John Wiley & Sons.
- Semiun, Yustinus. (2013). *Teori-Teori Kepribadian. Psikoanalitik Kontemporer*. Jilid 1. Yogyakarta: Kanisius.
- Siska, Yulia (2011). *Penerapan Metode Bermain Peran (Role Playing) dalam Meningkatkan Keterampilan Sosial dan Keterampilan Berbicara Anak Usia Dini*. Edisi Khusus. No.2. Agustus 2011. ISSN 1412-565X. Hal 31-37.
- Solehuddin, M. (2009). *Pemberdayaan Taman Kanak-Kanak Kurang Beruntung Melalui Pembelajaran Berbasis Bimbingan*. Disertasi Doktor pada SPS UPI. Tidak Diterbitkan.
- Stroud E. Judith (1995). *Block Play: Building a Foundation for Literacy*. 1082-3301/95/0900-0009\$07.50/0@Human Science Press.Inc.
- Suara Merdeka. *Kekerasan Seksual pada Anak Masih Tinggi*.Rabu, 3-3-2010.



- Sweeney, Daniel S. & Homeyer, Linda E. (1999). *The Handbook of Group Play Therapy: How to do it, How it works, Whom It's best for*. San Francisco: Josey-bass Publisher.
- \_\_\_\_\_, Thomas. J.,(2009). *Adlerian Counseling & Psychoterapy A Practitioner's Approach (fifth edition)*. New York London: Routledge Taylor & Francis Group.
- Syaodih, E.& Mubiar, A. (2008). *Bimbingan dan Konseling Untuk Anak Usia Dini*. Jakarta: Universitas Terbuka.
- Tandon S. Pooja, et.al. *Frequency of Parent-Supervised Outdoor Play of US Preschool-Aged Children*. Arch Pediatr Adolesc Med. 2012;166(8):707-712. Published online April 2, 2012. Doi:10.1001/archpediatrics.2011.1835.
- Taylor, Satomi Izumi & Morris, Vivian Guna. (1996). *Outdoor Play in early Childhood Education Settings: Is it Safe and Healthy for Children?*. Early Childhood Education Journal, Vol.23, No.3, 1996. Page 153-158.
- Undang-Undang RI No.20 Tahun 2003. *Undang-Undang Sisdiknas*. Bandung: Fokus Media.
- U.S. Departement of Health and Human Services. Centers for Disease Control and Prevention. National Center for Chroic Disease Prevention and Helath promotion. Division of Adolescent and School Health. *Youth Physical Activity: The Role of Schools*. www.cdc.gov/HealthyYouth. August 2009. Diakses tgl 25 maret 2014.
- www.beritakotamakassar.com diakses tgl 2 april 2014-04-02.
- www.d120.org/assets/1/staff\_assets/rhalbur/Alfred\_Adler/diakses2februari2014). Alfred\_Adler. Research on Birth Order (1980-1937).
- www.menegpp.go.id/v2/index.php/datadaninformasi/perlindungan-anak?download=29%Aanak-korban-kekerasan.
- www.setneg.go.id. *Sambutan Presiden RI pada Puncak Peringatan Hari Pendidikan Nasional*, 11 Mei 2010.diakses 2-02- 2012.
- Zahrah (2011). *Penerapan Belajar Melalui Bermain dalam Meningkatkan Kretaivitas dan Motorik Halus Anak Usia Dini*. Jurnal KIAT. Universitas Alkhairaat. Desember 2011. ISSN:0216-7530.hal. 63-79.

