

Difersivication

by 1 1

Submission date: 06-May-2024 08:45AM (UTC+0530)

Submission ID: 2371842355

File name: 651-Article_Text-2147-1-10-20231210.pdf (470.75K)

Word count: 6554

Character count: 37916



Diversification of Social Personal Guidance and Counseling Services in Raudlatul Athfal (RA) Cenderawasih

Ahmad Farid Utsman¹, Ulfa²

^{1,2} Department of Islamic Early Childhood Education, Universitas Nahdlatul Ulama Sunan Giri, Bojonegara, Indonesia

ARTICLE INFO

3

Article history:

Received Oktober 23, 2023

Revised Oktober 18, 2023

Accepted Desember 02, 2023

Available online December 10, 2023

Keywords:

Diversification, Guidance and Counseling Services, Social Personal

Missing ", " (ETS)



3

This work is licensed under a Creative Commons Attribution 4.0 International License.

Copyright © 2023 by Author,
Published by IAI Al Hikmah Tuban

Article Error (ETS)
Sp. (ETS) Sp. (ETS)

ABSTRACT

Diversification plays a very important role and is related to a strategy to overcome certain problems, the relationship with counseling services explains that diversification is a strategy to expand the methods and approaches used by counsellors to help clients solve problems. Guidance and counseling services in early childhood education in practice have their own challenges. Conditions in the field illustrate that the guidance and counseling services of Raudlatul Athfal (RA) Cenderawasih early childhood education have several problems, one of which is related to the approach to a student. Diversification in guidance and counseling services needs to be done because of the urgency of providing guidance and counseling services to optimise the potential of early childhood, so in this case it is necessary that RA (PAUD) teachers must be able to understand the content of guidance and counseling so that they are able to insert social personal guidance and counseling content into RA (PAUD) learning activities. The method used in this research is descriptive using a qualitative approach. Sampling based on purposive sampling by determining the criteria that are considered representative in the study. So the researcher determined the number of samples consisting of 10 teachers at Raudlatul Athfal (RA) and also 20 students. This study provides the results that the diversification of social personal counseling guidance services uses 4 aspects of services, namely: orientation services that focus on environmental recognition, information services that focus on creating good communication and activities at school and determining and directing life goals, classroom services that aim to help learn comfortably according to the character of the child, and group guidance with the application of learning

1

Sp. (ETS)

Sp. (ETS) Sp. (ETS) Missing ", " (ETS)

INTRODUCTION

Counseling services have a significant impact on children's development, especially in early childhood education. Counseling services can also be a means for the formation of children's mental and personality, especially in terms of education, both education for families and education in schools. Early childhood education can also be influenced by its environment, a thing that is very influential for early childhood education in this case related to counseling services such as: playmates, parents, and teachers at school. However, of all people, the role of parents has the greatest influence on children's education (Selamet et al., 2023). Counseling guidance has a variety of knowledge, such as philosophical, psychological, and sociological knowledge is the basis of guidance and counseling science. The philosophies used in guidance are such as idealism, pragmatism, realism, rationalism, and existentialism (Hartoyo et al., 2022).

The existence of counseling guidance services is expected to help students, especially in the formation of attitudes and mentality and later the counsellors can help students, especially related to educational problems in children. So far, the attitude and personality of a child can be formed by the existence of counseling services. Therefore, guidance and counseling services can determine a person's attitude and personality, guidance and counseling services have a big role and are also very important for individual development so that later it can determine the quality of a person's life (Siregar et al., 2014). One of the key things in counseling services is that it can help a child in terms of personality development, because through guidance and counseling a child will be able to understand themselves better, and the important role of guidance and counseling services is to identify the strengths and weaknesses of an individual, as well as to identify the strengths and weaknesses of an individual and develop potential, and can also help in building identity, and most importantly related to one's confidence (Hartoyo et al., 2022).

Raudhlatul Athfal (RA) Cenderawasih is an early childhood education institution located in Bojonegoro Regency, one of the goals of early childhood education at Raudhlatul Athfal (RA) Cenderawasih is the formation of student character at the basic level, where children learn education at the basic level such as reading, writing, counting, playing and things related to social skills which are the initial part in the development of child growth for the next stage. (Ferdiansyah et al., 2022). Education at the primary school level requires more understanding and demands the skills of a teacher in approaching students, and this is the responsibility of guidance and counseling services in early childhood education (Kholilah et al., n.d.).

1
Diversification plays a very important role and is related to a strategy to overcome certain problems, the relationship with counseling services explains that diversification is a strategy to expand the methods and approaches used by counsellors to help counselees solve problems. Diversification in this case relates to one of the methods or ways to overcome counseling-related problems by using various methods, tools, or approaches that are suitable for each person seeking guidance (Rakasiwi et al., 2019).

Previous research conducted by (Apriyanti Wulandari et al., 2022), explained that the existence of Diversification has an influence related to the implementation of the curriculum in education related to development priorities in the region. The importance of curriculum diversification is related to learning in education. The importance of diversification can help students in this case, namely related to attitudes, morals, and also ethics. In the development of education that is responsive and sensitive to the local context, the agenda of curriculum diversification should be included. The sociocultural diversity that exists in the various regions of Indonesia must be accepted.

Previous research conducted by (Fadhil et al., 2023), explained that the importance of the Diversification strategy is an effort to find and develop new products or markets to increase sales, profitability, and flexibility. This relates to product development strategies or determining the right target supported by the right strategy. The enormous profit opportunities that can be achieved in a particular industry are the main reasons for business diversification. In relation to the world of education, diversification can play a very important role, educational institutions must prepare and maximise their economic potential.

1
Guidance and counseling services in early childhood education in practice have their own challenges. Conditions in the field illustrate that so far the guidance and counseling services of Raudhlatul Athfal (RA) Cenderawasih early childhood education have several problems, one of which is related to the approach to a student. Conditions in the field show that there is limited understanding of children. This makes the counsellor must have certain strategies to find out and also identify the problems faced by a student. Some steps that are often taken by counsellors in counseling guidance services in early childhood education at Raudhlatul Athfal (RA) Cenderawasih one of which is to carry out individual counseling guidance strategies, this is a therapeutic aid aimed at changing a person's behaviour and attitude. Novelty or novelty from this research is the existence of Diversification of guidance and counseling services is beneficial to the importance of environmental recognition. Diversification can provide understanding to students in undergoing tasks and activities at school by directing their life goals. Researchers need to explain that diversification can form a social spirit and be able to form students' social personality later.

The researcher explained that the importance of Diversified counseling services in shaping social personality is because at the RA (PAUD) level there is no massive counseling service, this is due to the absence of a counseling teacher. Diversification in guidance and counseling services needs to be done because of the urgency of providing guidance and counseling services to optimise the potential of early childhood, so in this case it is necessary that RA (PAUD) teachers must be able to understand guidance and counseling content so that they are able to insert (insert) social personal guidance and counseling content into RA (PAUD) learning activities. Researchers define the process of inserting these activities as diversification of personal social counseling services.

The steps taken by the counsellor are carried out by conducting direct interviews with teachers and students. However, the problem that often occurs is that the various characteristics

of students who have their own characteristics require more ability from a counsellor to dig deeper related to social personal problems in students. The researcher further explained that to support social development in children, one of them is through an early emotional approach. To overcome this problem requires more cooperation between counsellors, teachers, and parents, as well as providing appropriate teaching to meet the needs of early childhood. Based on several problems encountered at the research location, the researcher tries to provide solutions through this research journal by proposing a research title, namely: **DIVERSIFICATION OF SOCIAL PERSONAL GUIDANCE AND COUNSELING SERVICES IN RAUDLATUL ATHFAL (RA) CENDERAWASIH.**

METHODS

Research methods are steps taken by researchers in exploring information or problems that occur in the field (Praktis Research Quantitative and Qualitative Lecture Textbooks By & Suryana, 2010). Researchers formulated the type of research used in this study, namely **descriptive using a qualitative approach.** Qualitative research describes phenomena in the field in depth. Qualitative research focuses on in-depth observations and can produce more in-depth studies and this approach is known as a research approach, which starts by identifying problems and ends by reaching conclusions (Rijal Fadli, 2021).

In this study, researchers focused on counseling guidance services in social personalities aimed at early childhood education in **Raudlatul Raudhlatul Athfal (RA) Cenderawasih** students. Researchers need to explain that the application of appropriate research methods can be useful in forming a framework or steps taken when entering the field, in this case related to the diversification of guidance and counseling services at **Raudlatul Athfal (RA) Cendrawasih.** The importance of applying appropriate research methods can help researchers include: suitability of results in the field, validity and reliability, and the right research context (Saputri & Nasution, 2023).

1.1 Research Design

The research design that researchers try to use in this study is to use a case study research design (case study) related to the social person of **Raudhlatul Athfal (RA)** early childhood education. The research design that researchers propose related to social personalities in early childhood education for **Raudlatul Athfal (RA)** students is as follows:

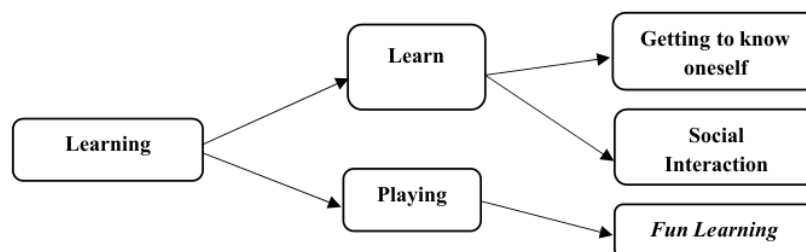


Figure 1. Research Design of Early Childhood Education Learning Concepts

Based on the concept of case study research design at the research location, Raudlatul Athfal (RA) Cenderawasih, the researcher tries to make a research design as shown in Figure 1. The concept of learning in early childhood education related to the social person consists of learning and playing. The learning process in early childhood education consists of the concept of knowing oneself and learning related to social interaction. Early childhood education also requires a teacher to be able to play by developing the right means of communication, because basically early childhood education demands learning with fun learning (Gunawan, 2022).

1.2 Population and Sample (research target)

Researchers describe that population is closely related to the overall object needed in the study, so that researchers determine the population consisting of early childhood education teachers and students at Raudlatul Athfal (RA). While the sample is part of the population. Sampling based on purposive sampling by determining criteria that are considered representative in the study. So that the researcher determines the number of samples consisting of 10 teachers at Raudlatul Athfal (RA) Cenderawasih and also 20 students.

1.3 Research Focus

The focus of qualitative research is an indicator of the problems that have been raised by researchers, so that later in analysing related problems, researchers can determine several questions or instruments to explore information in the field, namely in early childhood education Raudlatul Athfal (RA) Cenderawasih. Thus, researchers determine the focus of research based on the form of personal social counseling guidance services.

1.4 Data Collection Technique

Researchers provide an explanation that data collection techniques are a way for researchers to collect information in the field, or it can be described that data collection techniques are an approach or steps to describe phenomena in the field through several stages. Based on this definition, the data collection techniques used by researchers are as follows:

1) Interview

An interview is a process of asking questions to sources or respondents related to the issues raised in the research. Through interviews, researchers can explore information related to social personalities in early childhood education at Raudlatul Athfal (RA) Cenderawasih. Interviews were conducted with early childhood education teachers and with several students at Raudlatul Athfal (RA) Cenderawasih.

2) Observation

Observation is carried out by researchers through data collection which can later be used to observe and find out the behaviour or activity of the research subject in the field. In this case, observation is used to determine the social personal behaviour of students in early childhood education at Raudlatul Afhal (RA) Cendrawasih.

3) Documentation

Documentation needs to be carried out by researchers, in qualitative research, documentation is the process of collecting and analysing data from recordings, written documents, or other materials that can help increase understanding and insight into the phenomenon under study (Efendi & Al Hikmah, 2014).

1.5 Data Analysis Technique

Data analysis technique is a step in qualitative research, which can later describe an analysis starting from the sequence or steps taken by the researcher. The data analysis technique used by researchers uses Miles and Huberman (1992) data analysis, the concept of data analysis can be explained as follows:

1) Data reduction

Sensitive thinking processes such as data reduction require high intelligence, discretion, and depth of insight. During the data reduction process, young researchers can consult with friends or others who have sufficient knowledge of the issues they are studying.

2) Data presentation

In quantitative research, data presentation can be done using various tools, such as tables, graphs, and so on. This method makes the data easier to understand because the data can be organised and arranged in an interrelated relationship pattern.

3) Drawing Conclusions

Drawing conclusions is a final step after the data collection process, in the conclusion it is explained about the results of the research and also new findings related to problems that occur in the field (Hafni Sahir, 2021).

4) Researcher Presence

The presence of researchers needs to be formulated in qualitative research, while the presence of researchers in qualitative research explains that researchers act as data collectors or main instruments in research. Researchers play a role in the main data collector at the research location (Elena N. Malyuga, 2023).

RESULTS

Based on the results of research conducted, or observations in the field at Raudlatul Afhal (RA) Cendrawasih early childhood education, it can be explained that the concept of

diversification is a strategy in implementing counseling guidance services related to early childhood education, researchers get information related to the social personality of Raudlatul Afthal (RA) Cenderawasih students that previously the learning model with the concept of counseling guidance services had not been applied before. The concept of counseling services using diversification when applied in building the personalities of Raudlatul Afthal (RA) Cenderawasih students can provide maximum results by emphasizing aspects of learning and also playing (fun learning). Through a study with observations in the field, researchers made several aspects of assessment related to students' social personality by applying several indicators as follows:

1.1 Orientation Services

Based on the results of analysis through interviews with teachers at Raudlatul Afthal (RA) early childhood education after the existence of counseling guidance services aimed at students, it provides benefits related to social personal development to children. The results of interviews with early childhood education teachers explained that: "Orientation services related to social personalities are very beneficial to the development of children's attitudes, we as teachers at Raudlatul Afthal (RA) provide an assessment that the existence of counseling guidance services is very good, and we hope that with the diversification of counseling guidance services can shape attitudes and personalities towards students, because the approach in early childhood education requires more attention to students" (Interview with the early childhood education teacher). The form of orientation services for students' social personality can be explained in the following table:

Table 2. Forms of Orientation Service Learning in Early Childhood Education

Form of Service	Learning Outcomes	Form of Learning
Orientation Service	of introduction (environment) of something new	Students are taught to wear socks and shoes

Source: Observation (2023)

Based on the results of these interviews, it can provide an explanation that orientation services can be beneficial for early childhood education. The researcher explained that orientation services related to environmental recognition can be applied with learning such as students learning to wear socks and shoes, the thing that becomes the achievement in this learning is that students are required to always apply an attitude of independence later, so that orientation services can be used as a measure in the introduction of students to the environment.

1.2 Information Services

Through information services related to counseling guidance services carried out in Raudlatul Afthal (RA) early childhood education related to the existence of information services is very well run. Based on the results of observations in the field, it shows that with the existence of information services related to social personal in early childhood education

at Raudlatul Afthal (RA) can run well, the achievement of learning outcomes in student information services can provide understanding in the form of understanding related to student obligations in carrying out tasks and also activities at school. Through observations in the field, researchers conducted interviews with early childhood education teachers at Raudlatul Afthal (RA), while the interview excerpts are as follows: "Through information services carried out by counseling guidance services, it is well implemented in Raudlatul Afthal (RA) early childhood education, through this information service the learning outcome applied is to provide information to parents of students regarding their child's development, and also with this information service is very useful for the teacher and also parents as a means of socialisation through several meetings, or discussion groups, so with the information services applied there will be very good collaboration between parents, counsellors, and teachers at Raudlatul Afthal (RA) early childhood education (Interview with the teacher of Raudlatul Afthal (RA) Bojonegoro Regency, 2023".

Through the interview excerpt, it can be explained that the existence of information services is very useful for social personal development in Raudlatul Afthal (RA) early childhood education, researchers can provide an analysis of the concept of information services that can be taken as a picture with the information services will form a good collaboration between counsellors, teachers, and also parents of students. These results can be explained in the following table related to information services.

Table 3. Learning forms of early childhood education information services

Form of Service	Learning Outcomes	Form of Learning
Information Service	There is good communication and students can undergo tasks and activities at school and determine and direct life goals.	Good communication with students, provision of books of reading materials.

Source: Observation (2023)

1.3 Classroom / Learning Services

Classroom services in providing counseling services to early childhood education students are needed to support teaching and learning activities comfortably. The results of observations in the field through interviews with Raudlatul Afthal (RA) early childhood education teachers explained that: "the existence of classroom services can provide a comfortable learning environment, so that students can be well motivated when participating in learning, because basically early childhood education needs a means of playing in their learning environment, with this service students can have comfortable facilities in learning, one of the efforts applied in counseling guidance services, especially classroom services, is to make colours and decorations in the classroom, this is used to provide motivation for learning to students supported by attractive pictures in the classroom" (Interview with early childhood education teacher, 2023).

Through the results of the interview excerpt, it can be explained that the existence of classroom or learning services can form a comfortable learning environment, the steps taken

by counseling students are to form decorations in the classroom in the form of interesting pictures and adjusted to the needs of students. Through these results can be explained in the following table:

Table 4. Forms of Early Childhood Education Classroom/Study Service Learning

Form of Service	Capaian Hasil Belajar	Implementation	of
	Sp. (E) Sp. (ETS) Sp. (ETS)		
Classroom/Study Services	Helps learn comfortably according to the child's character.	Making class decorations with pictures that are adjusted to the students' characteristics.	

Source: Observation (2023)

Researchers can also illustrate that the existence of a comfortable classroom environment provides output to students in the formation of students' social personality, one of the benefits of the existence of classroom services provided to early childhood education students is to form a comfortable classroom atmosphere so that it can provide a sense of security and also confidence to students so that this can affect the sense of participation in students' social personal activities. The shape of the classroom applied in classroom services can be shown in the following figure:



Figure 2. Classroom shape for classroom/learning services in early childhood education

Figure 2 provides information that a comfortable and well-organized classroom environment can later affect the formation of students' attitudes and personalities, early childhood education requires comfortable play and learning facilities so that later there can be good communication between teachers and students.

1.4 Group Guidance

Services in the form of group guidance illustrate how an individual will be able to interact well with others. Based on this, the researcher made observations at the research site, the researcher obtained information by conducting an interview with the early childhood education teacher, as for the interview excerpt is as follows: "Group guidance services can

form a social personal soul and later learning outcomes can have benefits to form children to have a good social soul with their environment" (Interview with the early childhood education teacher, 2023).

Table 5. Forms of Group Guidance Services and Application of Learning

Form of Service	Learning Outcomes	Penerapan Pembelajaran
Group Mentoring	Services that aim to enable children to interact well and become a person who has a good social spirit in the surrounding environment.	Social skills, cognitive skills (letter and number recognition), creativity (creative arts, crafts).

Source: Observation (2023)

Based on table 5, it can be explained, the results of observations in the field show that group guidance services describe how student activities, the results of observations in the field explain that group guidance services can shape student character. Students can hit each other's personal character, among others, by honing social skills. One of the things applied by group guidance services is to form cognitive skills by teaching students in early childhood education such as the introduction of letters and numbers. The results of observations in the field explain that group guidance services can shape students' social personal attitudes, instilling values related to creativity is one of the mandatory learning in early childhood education. One of the values instilled by counseling in the formation of students' social personality is related to creativity.

DISCUSSION

Counseling and guidance services in Raudlatul Afthal (RA) early childhood education have a very positive impact, this is certainly very different before the application of group guidance services to early childhood education. The fundamental and most visible difference since the diversification of counseling guidance services for early childhood education at Raudlatul Afthal (RA) Cendrawasih is the creation of skills and creativity in students. Students become more understanding related to understanding the surrounding environment. One of the main reasons researchers took the application of diversified counseling services for early childhood education at Raudlatul Afthal (RA) is because at the RA (PAUD) level there is no massive provision of counseling services, the role of teaching staff has not been able to become a good counsellor related to early childhood education at RA (PAUD) Raudlatul Afthal. Through observations in the field, namely at Raudlatul Afthal (RA) Cendrawasih, researchers divide Diversification in providing guidance and counseling services through several stages as in the following table:

Table 6. Forms of Personal Social Counseling Services

Number	Form of Service	Explanation
1	Orientation Service	Services provided to provide an introduction (environment) to something new.
2	Information Services	This service is provided to students in the form of providing an understanding of various things needed to undergo tasks and activities at school and to determine and direct life goals.
3	Classroom/Study Services	A service that aims to help learn comfortably according to the child's character.
4	Bimbingan Kelompok Sp. ETS Sp. ETS	Services that aim to enable children to interact well and become a person who has a good social spirit in the surrounding environment.

Research in the field at Raudlatul Afthal (RA) Cenderawasih provides results that the benefits of the Diversified form of orientation services provided to early childhood education RA (PAUD) is the introduction of students to the environment and this is something new and has never been applied before by early childhood education teachers. Orientation services can be useful in the formation of students' social personality and this relates to the diversification of students' social personal counseling services. The existence of guidance with orientation services is intended to achieve the goals and tasks of social personal development in realising a person who is able to adjust and socialise with the environment properly. Researchers see how far orientation services can be applied properly at Raudlatul Afthal (RA) Cenderawasih.

The problem that has been an obstacle related to the application of counseling services is the adjustment or adaptation ability of the role of teaching staff (Dr. Professor Elena N. Malyuga, 2017). The results of this study are in line with previous research conducted by (Syaqawi et al., 2023), regarding orientation services related to guidance and counseling, the importance of guidance and counseling orientation services is that they can help their clients solve problems related to themselves, such as increasing self-understanding, with the aim of demanding them to improve their lives along with their progress. Guidance and counseling services have a positive impact on students. Therefore, as a process, (1) guidance activities should be based on a planned programme, (2) the programme should be implemented in stages according to developmental levels, grade levels, and using systematic approaches and methods, (3) counsellors should not expect instant or rapid behavioural changes, and (4) guidance activities should be carried out repeatedly, as well as looking at some of the results that have been implemented. Orientation

1 Diversification of Social Personal Guidance and Counseling Services

services related to the existence of Diversified guidance and counseling in essence have the aim of providing assistance to students in shaping students' social personality in this case, namely in Raudlatul Afthal (RA) Cenderawasih students. The benefit of providing guidance and counseling services in education at the PAUD level is that it can provide understanding and specialisation in encouraging students in a more positive direction for the future (Nasution & Abdillah, 2019).

Information services related to the existence of counseling guidance applied at Raudlatul Afthal (RA) Cenderawasih provide learning outcomes by creating good communication between students and counsellors or early childhood education teachers. So far, the application at Raudlatul Afthal (RA) Cenderawasih can run well with the services provided to students, the steps taken by counseling are to provide books or reading materials that are useful to students. The results of previous research related to the existence of information services are similar to research conducted by (Reza Muttakin & Wagimain & Imam Tadjri, 2017), regarding the effectiveness of information services in providing guidance and counseling, the results of this study explain that the existence of information services in the form of water information greatly increases the understanding of students, namely in students of SMP Negeri 3 One Roof Warureja, Tegal. The results of previous research also provide input to researchers that related information services that teachers in the field of guidance and counseling should understand related to the problems that occur to the careers of students for the future. Information services in the sense of guidance and counseling explain that the importance of information services can provide understanding to the people involved about various things needed to achieve certain goals or plans or to complete certain jobs known as information services.

Therefore, information services are a manifestation of the understanding function in guidance and counseling. The benefits of information services related to the diversification of guidance and counseling can develop a deeper understanding of the opportunities and problems faced in the lives of students within the scope of education. Information services in the role of guidance and counseling also have the ability to create awareness and a better understanding of the social personality of students at a certain level of education. A benefit of information services related to the diversification of guidance and counseling services in shaping students' social personality is that it can make students more understanding and able to interpret information provided by counsellors at school (Nasution & Abdillah, 2019).

The results of observations in the field show that the existence of classroom services provides maximum results and this can be applied to early childhood education Raudlatul Afthal (RA) Cenderawasih, the benefits of classroom services can form a comfortable learning environment. The application of learning from the provision of classroom services is to provide decorations in the classroom with pictures that are adjusted to the character of the students. This is considered very useful in shaping students' social personality. These results are supported by previous explain that the existence of guidance and counseling services based on student needs, this is because each student has his own problems. What is done by teaching staff related to exploring a problem experienced by students is by conducting interviews, and also providing academic assessments to students at school. The teacher's steps in this case are considered very

appropriate in applying guidance and counseling services to students by making direct observations. Diversified counseling services related to class services provide benefits related to preventive education. Preventive in the sense that classroom services can later be useful for providing comfortable learning, and of course this is related to student creativity in the future. Because basically education at the PAUD (Early Childhood Education) level is learning with fun things, meaning that learning is appropriate by making the concept of learning the same as playful play (Nasution & Abdillah, 2019).

Diversification in the provision of counseling services is by conducting group guidance, group guidance allows learning that can interact with each other. The results of the application of learning in group guidance can introduce learning with aspects of social skills and also cognitive skills such as the introduction of letters and numbers, another benefit of the existence of counseling services related to group guidance is the creation of student creativity, this is very useful in shaping students to become individuals who have a good social spirit in the surrounding environment. The results of previous research conducted by (Nur Ilma Asmaul Khusna et al., 2019), related to the strategies carried out in providing guidance and counseling services provide results that the provision of counseling services needs to be done by referring to several important programs that are carried out and this is felt to be very useful in providing understanding to students. As for some activities related to the existence of counseling services is to do careful planning in providing activities, after the provision of guidance and counseling services there is a need for an assessment of the services provided by the counsellor. There are some similarities between previous research and what is done by researchers now, namely the provision of group services. The existence of services in group guidance must begin with several activities such as identifying student needs at school. The importance of providing group guidance is that students can have attitudes and habits in learning, the main thing that is instilled by counsellors at school is to provide reading material in the form of reading books that can direct students in exploring their interests. The benefit of learning in group guidance related to early childhood education in Diversified counseling services is to form students so that they can have skills and also effective learning in the future. Counsellors can also implement a learning schedule by planning activities that students can do. The existence of services in group guidance is also able to hone students' mentality and this can later provide output in the formation of social personality in early childhood education (Nasution & Abdillah, 2019).

CONCLUSION

Based on the results of the discussion and also the results of observations that have been made by researchers at the research location, the conclusions of this study are as follows:

- 1) Diversification of guidance and counseling services due to the urgency of providing services with the aim of optimising the potential of early childhood. The process of inserting activities in the provision of guidance and counseling services can be interpreted as Diversification of guidance and counseling services in shaping students' social personality.
- 2) The purpose of Diversified guidance and counseling services is to implement learning in two stages, namely: learning, which includes self-knowledge activities and learning about social

interaction. While the next activity is playing by applying fun learning to Raudlatul Akhmal (RA) Cenderawasih students.

BIBLIOGRAPHY

- Apriyanti Wulandari, Priowicaksono, N., Listiyanti, M., & Sugeng Priyanto, A. (2022). Diversifikasi Kurikulum Satuan Pendidikan dalam Perspektif Hubungan Pemerintahan Pusat dan Daerah. *INTEGRALISTIK*, 33(2). <https://journal.unnes.ac.id/nju/index.php/integralistik/article/view/37366/13202>
- Elena N. Malyuga. (2017). *Submission Guidelines Training, Language and Culture*. <https://rudn.tlcjournal.org/>
- Efendi, A., & Al Hikmah, J. (2014). Pengaruh Diversifikasi Program Studi Terhadap Minat Kuliah Mahasiswa pada Universitas Islam Negeri Alauddin Makassar. *Jurnal Al Hikmah* Vol. XV Nomor 2/2014, 2. https://journal.uin-alauddin.ac.id/index.php/al_hikmah/article/view/411/pdf_24
- Elena N. Malyuga. (2023). *Submission Guidelines Training, Language and Culture*. *Rudn.Tlcjournal.Org*. <https://rudn.tlcjournal.org/>
- Fadhil, M. H., Widodo, R., Yani, R. M., & Hidayatullah, S. (2023). Implementasi Strategi Diversifikasi di Lembaga Pendidikan Diniyyah Al-Azhar (DIAZ) Jambi. *Jurnal Administrasi Pendidikan Islam*, 05(01), 9–13. <https://doi.org/10.15642/JAPI.2023.5.1.9-13>
- Ferdiansyah, M., Zulfikar, M., Yusra, A., Lubis, M. A., & Sarman, F. (2022). Fait-Based Counseling As an Alternative To Restoreing Adolescent Affection Conditions After Experiencing Parental Divorce. *Jurnal Bimbingan Dan Konseling Islam*, 11(2). <https://doi.org/10.20414/altazkiah.v11i2.5841>
- Gunawan, G. (2022). Komunikasi Interpersonal Konselor dalam Meningkatkan Kepercayaan Diri Konseli Lintas Gender di Lembaga Perumahan (LAPAS) Kelas IIA kota Bogor. *Jurnal Bimbingan Dan Konseling Islam*, 11(1). <https://doi.org/10.20414/altazkiah>
- Hafni Sahir, S. (2021). *Metodologi Penelitian*. www.penerbitbukumurah.com
- Hartoyo, S., Hidayah, N., Wahyuni, F., & Malang, U. N. (2022). *Perspektif Histories Bimbingan dan Konseling Global, Indonesia, Post Modern dan Revolusi 4.0*.
- Kholilah, N., Khusumadewi, A., Pd, S., & Pd, M. (n.d.). *Implementasi Layanan Bimbingan dan Konseling Di Sekolah Dasar Islam Terpadu At-Taqwa Surabaya*.
- Nasution, S. N., & Abdillah. (2019). *Bimbingan Konseling (Konsep, Teori, dan Aplikasinya)*. Lembaga Peduli Pengembangan Pendidikan Indonesia (LPPPI).

- Nur Ilma Asmaul Khusna, Nihayatur Rofi'ah, & Fatmah. (2019). Strategi Layanan Bimbingan Konseling dalam Bimbingan Akademik di SMP Negeri 1 Purwosari. *AL-Isyrof: Jurnal Konseling*, 2. <http://ejournal.iaiskjmalang.ac.id>
- Praktis Penelitian Kuantitatif dan Kualitatif Buku Ajar Perkuliahan Oleh, M., & Suryana, P. (2010). *Metodologi Penelitian*.
- Rakasiwi, S. D., Syamsudin, M. M., & Pudyaningtyas, A. R. (2019). *Diversifikasi Budaya Pada Perilaku Prosocial Anak (Jawa, Arab dan Tionghoa)* (Vol. 7, Issue 2). <https://jurnal.uns.ac.id/kumara>
- Rijal Fadli, M. (2021). *Memahami Desain Metode Penelitian Kualitatif*. 21(1), 33–54. <https://doi.org/10.21831/hum.v21i1>
- Rizal Selamat, M., Khaidar Sukmara, F., Yustiko Prasetya, Y., Islam Bunga Bangsa Cirebon, U., Kuningan, S., Usia Dini, A., & Konseling, B. (2023). *Moh Rizal Selamat, Dkk | Bimbingan dan Konseling Belajar Pada Anak Usia Dini*. <http://generasi.staiku.ac.id48>
- Reza Muttaqin, & Wagimain & Imam Tadjri. (2017). *Keefektifan Layanan Informasi Karier Berbantuan Video Interaktif dan Live Modeling untuk Meningkatkan Pemahaman Karier Siswa SMP*. <http://journal.unnes.ac.id/sju/index.php/jubk>
- Rofiqoh Naili, Zumrotin Erna, & Syailin Nichla Choirin Attalina. (2023). Urgensi Pelaksanaan Layanan Bimbingan dan Konseling di Sekolah Dasar. *Jurnal Pendidikan Dasar : Jurnal Tunas Nusantara*, 5. <https://ejournal.unisnu.ac.id/jtn/article/view/4997/2163>
- Saputri, L., & Nasution, S. (2023). Model Pengasuhan Terhadap Pembentukan Karakter Anak Panti Asuhan Al – Washliyah Kota Binjai. *PAUDIA: Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini*, 12(1), 39–49. <https://doi.org/10.26877/paudia.v12i1.15548>
- Siregar, M. D., Bimbingan, P., Stkip, K., & Selong, H. (2014). Pemberian Layanan Bimbingan dan Konseling Dalam Hubungannya Dengan Persepsi Siswa Tentang BK di SMP N 1 Terara. In *Jurnal EducatiO* (Vol. 9, Issue 2).
- Syarqawi, A., Hasanah Putri, M., Husnaa, N., Tarigan, B., & Mulyani, R. L. (2023). *Layanan Orientasi dalam Meningkatkan Pengetahuan Tentang Bimbingan dan Konseling Islam*. 7(1), 86–94. <https://journal.unesa.ac.id/index.php/jbk>

Difersivication

ORIGINALITY REPORT

15%

SIMILARITY INDEX

15%

INTERNET SOURCES

4%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1

journal.iaialhikmahtuban.ac.id

Internet Source

13%

2

ojs.iainbatusangkar.ac.id

Internet Source

1%

3

journal.trunojoyo.ac.id

Internet Source

1%

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On

Difersivication

PAGE 1



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



Missing ", " Review the rules for using punctuation marks.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Missing ", " Review the rules for using punctuation marks.



Possessive



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to remove this article.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Missing ", " Review the rules for using punctuation marks.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Missing ", " Review the rules for using punctuation marks.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to remove this article.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Missing ", " Review the rules for using punctuation marks.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word.



Missing ", " Review the rules for using punctuation marks.



Missing ", " Review the rules for using punctuation marks.



Article Error You may need to use an article before this word.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word. Consider using the article **the**.



Proofread This part of the sentence contains an error or misspelling that makes your meaning unclear.



Prep. You may be using the wrong preposition.



Prep. You may be using the wrong preposition.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Run-on This sentence may be a run-on sentence.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Prep. You may be using the wrong preposition.



Proofread This part of the sentence contains an error or misspelling that makes your meaning unclear.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word. Consider using the article **a**.



Article Error You may need to use an article before this word.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Article Error You may need to use an article before this word. Consider using the article **the**.

PAGE 9



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Possessive



Article Error You may need to use an article before this word. Consider using the article **the**.



Prep. You may be using the wrong preposition.

PAGE 10



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word.



Article Error You may need to use an article before this word.



Sentence Cap. Review the rules for capitalization.



Article Error You may need to remove this article.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Article Error You may need to use an article before this word.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Missing ", " Review the rules for using punctuation marks.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Verb This verb may be incorrect. Proofread the sentence to make sure you have used the correct form of the verb.



Prep. You may be using the wrong preposition.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Missing ", " Review the rules for using punctuation marks.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.



Article Error You may need to use an article before this word.



P/V You have used the passive voice in this sentence. You may want to revise it using the active voice.

PAGE 14



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.



Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

PAGE 15
