



**COUNSELING ON LEARNING ENGLISH THEME OF STRENGTHENING PANCASILA PROFILE TO STUDENTS AT KINDERGARTEN OF AN NUUR, MOJOROTO DISTRICT, KEDIRI CITY**

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Article info	ABSTRACT
<p><b>Corresponding Author:</b> (Yoyok Febrijanto, <a href="mailto:yoyokfeb@gmail.com">yoyokfeb@gmail.com</a>, STIKES RS Baptis Kediri)</p> <p>Yoyok Febrijanto <a href="mailto:yoyokfeb@gmail.com">yoyokfeb@gmail.com</a> STIKES RS Baptis Kediri</p>	<p>This community service activity aims to improve the teaching skills of kindergarten teachers at Kindergarten of An Nuur, Mojoroto District, Kediri City in terms of learning methods, namely the play pictures method, the story method, and the demonstration method. While the type of counseling that was carried out was an effective way of learning for kindergarten students. The results of this community service activity was that the understanding and ability of kindergarten teachers regarding effective learning methods for kindergarten students can be improved by conducting counseling; teacher's understanding and ability can increase success in learning the subject matter. In addition, understanding parents of kindergarten students about how their children learn and understanding. By understanding the parents of kindergarten students, they have improved how their children learn, understand every subject explained by kindergarten teachers, and not forcing their children to complete homework properly.</p> <p><b>Keywords:</b> <i>counseling, learning methods, kindergarten teachers (italic time new roman 10 PT)</i></p>
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**INTRODUCTION**

English is one of the subjects studied from an early age of students. It is undeniable that a person's daily life is inseparable from mathematics. It can be seen that the big role of English in education is because English is a basic knowledge that is used in various scientific fields and is related to everyday life. Lambas et al (2004, pp. 17-18) state that English is a subject whose function is to develop the ability to count, measure, and English in everyday life.

In general, English teachers use textbooks that are traded by publishers. The contents of the worksheets are less interesting and innovative, so that the worksheet does

not help students to construct the material being studied and students lack interest in learning English. There are no activities or learning steps in the worksheets which provides opportunities for students either individually or in groups to play an active role in constructing their own concepts they learn. According to Trianto (2007, p. 13), "Student worksheets are student guides used to carry out investigative and problem-solving activities."

The learning process must be seen as a stimulus that can challenge students to carry out learning activities. The role of the teacher is more as a learning guide/leader and learning facilitator. A teacher is required to be able to plan and carry out the process.

Counseling on learning English with the theme of strengthening Pancasila Profile at Kindergarten of An Nuur, Mojoroto District, Kediri City. Good learning is learning that focuses on active student activities, so that they can build meaning or understanding. According to NCTM (2000) there are two principles in kindergarten English (principles for numeracy), namely: teaching principles and learning principles. The principle of teaching states that teaching English effectively requires an understanding of students' knowledge and requires a learning process, challenging and helping them to learn well (Effective numeracy teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well ). While the learning principle states that students must learn English with understanding, actively build new knowledge based on experience and knowledge they already have (student must learn numeracy with understanding, actively building new knowledge from experience and prior knowledge).

Constructivism views that knowledge cannot be transmitted directly by the teacher into students' minds, but rather a process of change that requires students' active construction. According to Driver and Bell (Suparno, 2001) to construct new meanings, students must have experience in carrying out activities of observing, guessing, doing and trying and even being able to answer the question "why". The teacher's role in learning is not lecturing, explaining or similar efforts to transfer English knowledge to students, but creating situations that help them make the necessary mental constructs.

Learning English uses a constructivism approach, emphasizing the activities of students constructing knowledge based on the experiences of students but also includes learning activities that involve social interaction to support the process of constructing English knowledge that is carried out individually (Rochmad, 2008). Thus, students carry out more activities alone / in the form of groups solving problems with the guidance of the teacher in constructing their knowledge to understand the material being studied. Teachers can make this happen by teaching methods that make information very meaningful and very relevant to students, by providing opportunities for students to find or apply their own ideas in understanding the English concept being studied, one of which is by preparing material that constructs knowledge. , interest and in accordance with the material and characteristics of students, so they are interested in learning English activities.

The low results of learning English can indicate a lack of students' ability to understand the English material being studied. Besides that, it indicates something is wrong and not optimal in learning English at school. Zulkardi (2005), states the core problem in

English education in Indonesia is the low quality of education indicated by low student achievement both on a national and international scale. The low student achievement is related to the components of learning English at kindergarten, including teaching materials, materials, media and methods used in these learning activities. One type of teaching material, namely visual teaching material, can be in the form of material.

This community service program targets kindergarten teachers. With this program, it is hoped that these teachers will be able to improve their abilities in compiling material using a constructivist approach. The constructivism view assumes that knowledge is absorbed by students not passively from the environment, but knowledge is built by students. The development of this knowledge is through three basic activities, namely the active involvement of the student, reflection, and abstraction. The constructivism approach from the point of view of students has the basic ability to develop optimally according to their abilities. In constructivism, students need to construct their own understanding of each English concept.

## **METHOD**

In implementing this program, the lecturer acts as facilitator or partners with teachers at Kindergarten of An Nuur, Mojoroto District, Kediri City. Furthermore, This Kindergarten provides a place and supporting facilities in carrying out this activity. This community service program was carried out during one meeting. The method used in this service program is the lecture method and practical exercises supported by discussion and question and answer. This community service activity aims to improve teachers' teaching skills in terms of learning methods, namely the play picture method, the story method, and the demonstration method. While the type of counseling that is carried out is an effective learning method for students.

Effective learning method counseling activities are carried out through the following stages: Preparation for activities: (a) First, place survey activities at Kindergarten of An Nuur, Mojoroto District, Kediri City; (b) Second, application for activity permits (3) Third, administrative arrangements (correspondence) (4) Fourth, preparation of tools and materials as well as accommodation; (5) Fifth, preparation of the place for counseling (6) Six, preparation for the practice of effective learning methods for teachers.

## **RESULT AND DISCUSSION**

### **Finding**

Presentation of learning English using textbooks requires active participation from students, because textbooks are a form of effort made by the teacher to guide students in a structured manner, through activities that are able to attract students to learn English. Through textbooks can develop process skills, develop a scientific attitude and arouse students' interest in the natural surroundings. Textbooks can be in the form of guides for training in the development of cognitive aspects as well as guides for the development of all aspects of learning in the form of experimental or demonstration guides with the aim of students being able to achieve the competencies to be achieved in learning activities.

According to Hendro Darmodjo and Jenny R. E. Kaligis (1992, p. 40), textbooks or student worksheets are learning tools that can be used by teachers to increase student involvement or activity in the teaching and learning process. Another opinion was expressed by Surachman (1998: 46) who stated that textbooks are a type of hand out intended to help students learn in a directed manner (guided discovery activities). Furthermore, Trianto (2012) describes that textbooks are student guides that are used to carry out investigative or problem-solving activities.

### Implementation of Activities

The above constraints faced by the teachers at Kindergarten of An Nuur, Mojoroto District, Kediri City make teachers have to be even more extra in providing effective methods in learning. And at the end of the session the researcher gave the teacher the opportunity to ask questions related to the material that had been presented. There were 3 questions from the counseling participants related to the content of the material. After answering questions from 3 participants, the facilitator conducted an evaluation related to the provision of material that had been delivered by asking questions and giving participants the opportunity to answer these questions. Participants who were able to answer the questions received a door prize as a sign of appreciation and after that the counseling activity was closed with a group photo activity between facilitator and the teachers at Kindergarten of An Nuur, Mojoroto District, Kediri City.





### Diskusi/Discussion

The facilitator explained each of the questions submitted by the participants. The question is: What are the effective learning methods for kindergarten students? Answer: The learning method for Kindergarten students is an effective and enjoyable learning method. Everyone can teach but not necessarily can teach Kindergarten students. Teaching kindergarten means teaching children who are in their golden age. A period when the child's potential is developing and the right time to make students being independent learners and thirsty for knowledge. Facilitator shares motivation on how best to become a kindergarten teacher or for other early childhood services that can answer the challenges of the 21st century. This is an effective and fun Kindergarten learning method. Playing cards or Pictures is effective learning in kindergarten. For children, playing with pictures is an activity that is directly attached to the nature and developmental needs of children. Early childhood learns more from the experience of interacting with concrete objects and people around them- friends, teachers, parents, rather than through written symbols (read, write, count). Play is defined as an activity that is voluntary, spontaneous, process-focused, intrinsically rewarding, fun, active, and flexible. The more an activity has these characteristics, the more the activity is play (Solehudin, 1996). In playing, children can carry out activities that practice their abilities and skills in trying, researching and discovering new things. Activities carried out by children while playing can make children active and interactive, both physically and mentally so that they can support the empowerment of various aspects of children's development based on their own wishes and desires.

How can Kindergarten students easily understand the material being taught? Development-oriented learning must be appropriate to the child's age level, meaning that learning must be of interest, the expected abilities can be achieved, and the learning activities are challenging for children at that age. Some easy and interesting ways for kindergarten students to better understand the material provided are: First, learn in groups. As early as possible children should be taught to socialize with friends their age. Make it a habit to invite children to study together with friends. This way will make children more eager to learn. Second, education aids. Kindergarten children will of course have difficulty

understanding something if it is only given orally. It will be much easier for them to learn if the teacher uses visual aids that attract children's attention. Third, repeat. Children have extraordinary memory if we provide the right stimulation, one of which is by repeating it. Don't get bored of repeating something you want to teach your child. Fourth, play with colors. Kindergarten-aged children are very sensitive to stimulation of various types of colors. Use media that play with bright colors so that children are more interested in learning. Fifth, provide direct examples. Kindergarten children easily understand something when they see it directly. For example, if you want to teach children to pray before eating, you as a teacher need to do it directly and repeatedly so that children remember it well. Sixth, follow the child's mood. Do not force learning methods on kindergarten children. As a teacher, they can ask children to determine for themselves what kind of learning style they want to do according to their mood.

How to explain to parents that students do not need to be burdened with homework? Hearing the word homework must be familiar to our ears, especially for children who are carrying out school activities. Homework given by teachers who teach in class to increase quality from kindergarten. Homework is always involved in the educational process, even though homework is considered not important for kindergarten children, there are still some teachers or even parents who want their children to be given homework, which is intended to improve quality through academic training activities. But homework actually becomes a burden for students today, especially for early childhood, because having homework will make them lose their youth. In this era, it turned out that there were many pros and cons that occurred in the community regarding the provision of homework in kindergarten. Because it turns out that homework is a scary word for today's students. Giving homework to children actually makes it a burden for some of their parents, because if children can't do their homework they will definitely get minimum achievement, be lazy to study at home and make them afraid that they will be scolded by their class teacher. Therefore, actually a lot of homework is not done by students but by their parents. And the definition of homework is now a scary thing, not a fun. The facilitator conveyed this directly not only to the kindergarten teachers but also to the parents of the kindergarten students whom the facilitator visited. Facilitator visited Kindergarten. This activity aims to see whether the material provided by the facilitator can be applied to the three selected kindergartens. So that facilitator can directly meet with students and provide direction for teachers in carrying out learning.

## **CONCLUSION**

This training has been carried out smoothly and the results are quite good despite facing various obstacles. A very good reception from teachers at Kindergarten of An Nuur, Mojoroto District, Kediri City who took part in this activity. Several things can be concluded from the results of Community Service activities, as follows: (1) Kindergarten teachers' understanding of effective learning methods for Kindergarten students can be increased by conducting counseling; (2) Kindergarten teachers' understanding of the importance of effective learning methods for kindergarten students in order to increase success in learning

the subject matter; (3) the understanding of parents/guardians of kindergarten students improves how their children learn and understand every subject explained by kindergarten teachers and does not force their children to complete homework assignments correctly. Based on the evaluation of the community service activities that have been carried out, the following suggestions can be put forward: (1) the time for conducting research and community service activities needs to be increased so that the objectives of the activities can be fully achieved; (2) there are follow-up activities in the form of similar training which are always held periodically so as to improve the ability of teachers in carrying out the teaching and learning process; (3) research and community service are not only focused on kindergarten teachers but also at other levels of education in Kediri City.

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