

The Role Of Counseling Teacher In Instruding Moral Children Aged 4-5 Years At RA Masyithoh Sutoragan, Kemiri

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Abstract. This study aims to describe: (1) the role of guidance and counseling teachers in carrying out counseling to instill student morale, what roles do teachers play in instilling morals in children aged 4-5 years (2) methods of instilling morals in children aged 4-5 years (3) instilling morals in children aged 4-5 years (4) obstacles in the implementation of counseling guidance in instilling morals in children aged 4-5 years, and (5) solutions to obstacles in implementing counseling guidance in instilling morals in children aged 4-5 years. This research is included in the descriptive qualitative research. Data collection techniques used are interviews, observation and documentation. The data analysis technique used is data reduction, data presentation and drawing conclusions. The research results show (1) the role of guidance and counseling teachers in instilling morals in children aged 4-5 years at RA Masyithoh Sutoragan includes the role and responsibility of the teacher as a model, guide, coach, planner, motivator and assessor. The class teacher has a very important role in the implementation of guidance and counseling instilling student morale because there is no special counseling teacher at RA Masyithoh Sutoragan. Counseling guidance plays a role in instilling the morals of RA Masyithoh Sutoragan students. After guidance is carried out, there will be changes in student behavior for the better. (2) the methods used to instill morals in children aged 4-5 years are playing, telling stories, giving assignments and conversing, the use of these methods can be adapted to the conditions and character of the child which is the main source of consideration. Because the method will greatly influence the success of instilling moral values in early childhood. (3) teachers in instilling children's morals are carried out with group guidance, individual counseling and self-development services, (4) the obstacles encountered were the timing of the implementation of guidance and counseling, the different characteristics of students, the attention of students when carrying out guidance and counseling, the balance of guidance in RA and at home. (5) the solution is to approach students, provide special time for carrying out guidance, and collaborate with parents of students.

Keywords: the role of the guidance counseling teacher, instilling student morale

1 Introduction

Early childhood is an individual figure who is undergoing a process of rapid and fundamental development for the next life. Early childhood is in the age range 0-6 years. Education is a field that focuses its activities on the process of teaching and learning or knowledge transfer. Early Childhood Education or pre-school age is a period in which children have not yet entered formal education. PAUD is the basis for the formation of human moral character, so that basic behavior

and abilities are formed according to the stage of development so that later they can become good citizens. For this reason, it is necessary to instill moral values in early childhood. The importance of instilling moral values in early childhood so that the child's character can develop optimally with the child's potential and abilities and the growth of positive attitudes and behavior for children.

Guidance is basically a mentor's effort to help individuals achieve optimal development. Shertzer and Stone guidance is the provision of assistance to individuals to be able to understand themselves and their environment. [1] The process of early childhood growth and development is greatly supported or supported by the role of the teacher or assistant as a guide who accompanies the growth and development of children. To become a teacher or companion of early childhood is not easy. According to Syaodih, in carrying out his role as a guide, teacher or early childhood companion, it is necessary to have several characteristics, namely: patient, loving, caring, friendly, tolerant of children, empathetic, full of warmth, accepting children as they are, fair, understanding children's feelings, forgiving children, respecting children, giving patience to children, and being able to create close relationships with children. [2]

"*Moral*" comes from the Latin word *mores*, which means procedures, habits, and customs. [3] Moral is a habit that is carried out by every individual, both good and bad morals. Moral development is a change in reasoning, feeling and behavior about standards of right and wrong. [4] Meanwhile, according to Piaget, moral nature is the tendency to accept and obey a system of rules. Furthermore, there are other opinions as stated by Kohlberg who argued that the moral aspect is something that is not brought from birth but something that develops and can be learned.

Moral development is a process of internalizing the values or norms of society in accordance with a person's maturity in adapting to the rules that apply in his life. So moral development includes cognitive aspects, namely knowledge about good or bad and right or wrong, and affective factors, namely attitudes or morals that are practiced. [5]

Moral development in children can be seen from attitudes and daily behavior, children can distinguish an act that is good or bad. Santrock states that "moral development is a change, reasoning, feeling, and behavior about standards of right and wrong. From several opinions of experts, it can be concluded that moral development is a rule that must be accepted and obeyed and the attitude or behavior of a person that can be seen everyday about good or bad and right or wrong, therefore it is necessary to direct and guide children so they can distinguish between actions that are done good or bad. [6]

The teacher's role is not only as an agent of change that describes the wheels of social, economic transformation in society. More than that the teacher can have a major role as a character educator. Teachers not only change children's lives, but also enrich and strengthen students' personalities to become virtuous people because they have values that they want to strive for and embody in society. The teacher not only transforms students into smart students, but also equips them to become human beings who are responsible for themselves, others, society and most importantly to God Almighty. Therefore, whether the child's morals are good or not starts from here, if moral education is given from an early age, the child will get used to behaving well in the future. However, in reality every teacher is different in guiding children's morals and it is not easy.

The teacher has a fairly broad role, both at school, in the family, and in the community. The teacher is the main factor in the whole process of early childhood education. In their duties as educators, teachers hold many types of roles that inevitably have to be carried out as a teacher so that children can grow and develop optimally. Teachers must provide educational services to students by paying attention to their duties. Then it will be easier to develop students' abilities optimally. Education that only carries out administrative and instructional services by ignoring guidance and counseling services will produce students who are smart and skilled in the academic aspect but lack the ability and maturity in the personality aspect. In early childhood education, learning is defined as developmental activities which include child development, namely cognitive, social-emotional, moral language, art, physical-motor. According to Gage and Berlin, in this context the teacher has the following roles, duties and responsibilities: Planner, Executor, Assessor. [7]

The abilities that must be developed in students such as spiritual values, social, ethics, interests, talents and personality. This can be done through learning activities and counseling guidance services. Both are interrelated with the learning carried out by the teacher. Therefore students not only need learning services but also need guidance and counseling services in shaping the behavior or morals of students.

Instilling good morals is the teacher's job. RA students experience many things outside the classroom. Problems that occur in RA students usually concern the problem of bad or deviant student behavior that is not in accordance with societal norms. Problems related to a person's good or bad actions or behavior are related to morals. Like student activities in the use of everyday language, there are still many students who use language that is not good enough to hurt other people or friends who are spoken to. This reflects impolite behavior with other people.

Not only using bad language, but some RA children also lack respect for parents and teachers, are not responsible for the tasks assigned by teachers at RA, often lie or are dishonest with friends or teachers, hate each other between friends which will make quarrels or fights between students and there are still many problems that occur in schools. To overcome this problem, there must be efforts made by educational institutions, namely educating children with moral values. Moral values are very important to be instilled in students such as being obedient to parents and teachers, always doing good to fellow friends so that there are no fights between friends, teaching students to always comply with rules and be disciplined in all things.

Moral values include norms of behavior and good behavior. It is very important to instill morals from an early age so that in the future children will have good attitudes and behavior and not deviate from the norms that exist in society. Children's morals can be instilled by the child's own habituation, but this habituation is also influenced by the child's social environment. Instilling good morals in RA is the duty of the teacher. The teacher must carry out counseling guidance to realize the formation of good morals.

2 Method

This study uses a type of qualitative research with a qualitative description research design. The research entitled "The Role of Counseling Teachers in Instilling Moral in Children Aged 4-5 Years at RA Masyithoh Sutorgan, Kemiri" was conducted at RA Masyithoh Sutorgan in the

even semester of the 2022/2023 school year. The data sources in this study were informants consisting of class A homeroom teachers. The data were taken from the study in the form of the implementation of counseling at RA and its influence on students' moral development. The researcher is present as a role observer and the researcher gets all the information that is carefully observed and heard down to the smallest detail. Data collection techniques used are interviews, observation and documentation. Data analysis includes data collection, data presentation and drawing conclusions. The instruments in this study were interview guides, observations and documentation.

3 Result and Discussion

According to Sjarkawi, (2006: 28), argues that morality is a view of good and bad, right and wrong, what can and cannot be done. In addition, morals are also a set of beliefs in a society regarding character or behavior and what humans should do. According to Jamie (2003; 15) states that morals are good and bad teachings about actions and behavior (morals). While the notion of morality itself by Al-Ghazali as the equivalent of the word moral, as a temperament (character, character) that is firmly established in the human soul and is the source of the emergence of certain actions from him easily and lightly, without the need to think about and plan ahead. Jamie, 2003: 24 formulates a more comprehensive understanding of morals with the formal formulation as follows:

1. Morals as a set of ideas about behavior with a basic color held by a group of people in the environment certain.
2. Morals are teachings about life behavior based on views particular life or religion.
3. Moral as the behavior of human life which is based on the awareness that he is bound by the necessity to achieve good, in accordance with the values and norms that apply in his environment.

Moral education needs to be instilled in children from an early age, because early age is a good time to develop children's moral intelligence. From the above opinion, morals are still meant as a set of ideas, values, teachings, principles or norms. However, more concretely than that, morals are also often meant to be in the form of behavior, actions, attitudes or characters that are based on the teachings of values, principles or norms. To create and direct a person to be more moral, moral education is needed, with moral education intended for humans to learn to be moral human beings. What is meant by moral education is: an educational program (school and outside school) that organizes and "simplifies" moral resources and is presented with due regard to psychological considerations for educational purposes. (Nurul Zuriah, 2007:22). Moral education can also be interpreted as a concept of goodness (a moral concept) that is given or taught to students (the younger generation and society) to form noble character, noble character and commendable behavior as found in Pancasila and the 1945 Constitution. (Hamid Darmadi 2007: 56-57).

Based on the explanation above, it can be seen that moral education is not something that can be added or may be linked to education for granted, but something that is essential and even occupies a very central and strategic place in education so that it needs to be specifically designed so that it can transfer the meaning of essential moral value education. towards civilization. In morals, the benchmark for whether an action is good or bad is the customs that apply in a particular society. Objectivistic moral values are categorized as moral decency, such

as honesty, fairness, sincerity, responsibility and others. The moral values that are relativistic are categorized as moral politeness, such as speaking politely, respecting elders, not visiting during recess and so on.

1. The Role of Counseling Teachers in Instilling the Morality of Children Aged 4-5 Years

After conducting research at RA Masyithoh Sutoragan, it was found that the class teacher played a role in instilling student morals. This is further supported by the absence of special counseling teachers at RA Masyithoh which resulted in direct counseling being carried out by the class teacher or homeroom teacher. There are weaknesses and strengths if counseling is carried out by the class teacher, the advantages if counseling is carried out directly by the class teacher then every problem will always be known because the class teacher is always in class and always gets reports from students if there are problems in class. Every day the class teacher can provide direct or indirect guidance or insert it into learning activities that will support the inculcation of morals or behavior from their students.

In order to guide the moral development of children, parents or RA teachers should make the following efforts:

1. Give a good example or role model, in behaving or speaking.
 2. Instill discipline in children, in various aspects of life, such as maintaining cleanliness or health, and manners or noble character.
 3. Develop insight into moral values to children, either through providing information, or through stories, such as about: the history of good people (prophets and heroes), the world of animals which tells about the values of honesty, generosity, solidarity or craftsmanship.
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Based on an interview with Mrs. Maryani, S.Pd. in carrying out its role as a guidance and counseling teacher has several characteristics for the development and moral growth of early childhood, namely:

- a. Have a patient nature
- b. Full of affection
- c. Be attentive
- d. Friendly
- e. Tolerance towards children
- f. Empathy
- g. Full of warmth
- h. Accept children as they are
- i. Fair
- j. Understand the child's feelings
- k. Forgive children
- l. Appreciate children
- m. Giving patience to children

- n. Able to create close relationships with children

In early childhood education, learning is defined as a development activity that includes the development of all aspects of child development, namely cognitive, social-emotional, moral, language, art, physical-motor. According to Gage and Barliner quoted by Rifda El Fiah, in this context the teacher has the following roles, duties and responsibilities: [9]

1. The planner must prepare what will be done in the process of development activities. Teachers in early childhood activities, before carrying out the process of developing activities for their students, need to prepare what learning materials, activities, methods and media will be carried out or used. The teacher must prepare it systematically and lead to the achievement of activity objectives.
2. Executor (organizer) who must create situations, lead, stimulate, move, and direct learning activities according to plan. A teacher in early childhood education also clearly acts as an organizer who is required to be able to create good activity situations so that the developmental needs of their students can be facilitated and children can develop optimally.
3. The evaluator must collect, analyze, interpret, and finally must provide judgment on the level of success of the activity based on established criteria both regarding aspects of the effectiveness of the process and the quality of the product (output). Teachers in early childhood education are also inseparable from this role which always assesses the development of students every day both with regard to motor, cognitive, moral, language, artistic and social-emotional development.

Roger stated as quoted by Masganti that the following steps can be taken by parents and/or teachers as an effort to instill morals, including:

- a. Parents or teachers as an example
 - b. Done step by step
 - c. Give children the opportunity to argue
 - d. Sanctions must be consistent
 - e. Don't bring up past mistakes and
 - f. Continue to show affection for the child even though the child has made a mistake.
2. Methods of Instilling Moral in 4-5 Year Old Children

Based on the results of the author's research, according to the class A teacher Mrs. Maryani, S.Pd.di RA Masyithoh Sutoragan for instilling moral values in children aged 4-5 years is in line with what was stated by Hamid Darmadi which can be done using various methods:

- a. Playing Method

Through the play method, children are able to socialize with other people. Playing gives pleasure to children, they can express their imagination freely through playing. By playing, many moral and social values can be taught, including:

- 1) Teach children to want to socialize and be able to work together with playmates.
- 2) Teach children to have an attitude of tolerance, help others who are in need.

- 3) Teach children to want to share with friends and own caring for others.
- 4) Teach polite, good, and correct speech to children.
- 5) Introducing children to the various kinds of good rules that exist in family, neighborhood, school and on the road.
- 6) Train children to obey these rules.
- 7) Teach children to learn to accept the consequences or consequences if violate these rules.



Fig 1. The class A teacher is conducting counseling in the learning process

b. Storytelling Method

Through stories, messages or moral information can be conveyed which can increase children's knowledge of the moral values that apply in society. After telling the story, you can convey moral messages, for example being humble, honest, not allowed to argue, loving your parents, always listening to your parents' advice, not being rude and snapping at your parents, tolerance must be instilled in each of us, in order to helping parents, siblings, friends, neighbors and others in need. It also instills a sense of love for others. Children must learn to love others, not only family but everyone.



Fig 2. Class A teacher tells a story "Little Abid: I know the name of the day and month"

c. Assignment method

Moral values that can be inserted through the method of giving individual assignments include:

- 1) Train a child's patience, teach to be responsible for what was his job.
- 2) Learn to obey the rules that have been mutually agreed upon. Moral values that can be inserted through the group assignment method include:
 - Mendorong anak untuk selalu bekerja sama.
 - Menumbuhkan kemauan anak untuk bersosialisasi dengan orang lain.



Irkham dan Sifa berinisiatif menjadi penjual takjil. Sifa dan irkham bekerja sama dalam memainkan peran sebagai penjual takjil. Nasywa, Idris dan Tyas berinisiatif bermain sebagai pembeli takjil. Irkham telaten melayani pembeli, kemudian gelas bekas jualan, mas irkham meminta mbak Sifa (pura-pura) mencuci.

Fig 3. Children working together to make takjil iftar

d. Conversational Method

Conversing has an important meaning for the development of children, because can improve communication skills with others. By conversing a lot of knowledge that can be given to

children, because basically children love to ask questions. Through conversations, educators teach the rules, values, and norms that apply in society, so that children can establish relationships and be well accepted by the surrounding social environment. For example, when children meet older people, educators teach them to:

- 1) salute with the right hand
- 2) kissing the hand of an elder
- 3) say good morning/afternoon/evening/night
- 4) say hello
- 5) be polite with good speech
- 6) when speaking, you must look at the other person with a polite look

e. Singing Method

The approach to applying the singing method is a real learning approach that is able to make children happy and excited. Singing, when used in instilling morals, can be done through the expression of words and tones, as well as rhythmic which makes the learning atmosphere more enjoyable. Educational messages in the form of values and morals that are introduced to children are certainly not easily accepted and well understood.

f. Example or Examples

Children have a prominent ability in terms of imitation. Therefore, a teacher should be used as a role model or example in the moral field. Both good and bad habits for teachers will be easily seen and then followed by children. Here, the figure of a teacher is very important for the moral development of children. That is, the values that the goal will be instilled by the teacher in children.

g. Habituation in Behavior

More moral cultivation should be done through habituation of behavior in the learning process. For example, praying before and after studying, praying before eating and drinking, greeting teachers and friends. This habit should be done consistently. If a child violates a warning.

Counseling guidance is a series of activities carried out to provide assistance to the counselee in a face-to-face manner both individually and in groups that aim to overcome the problems experienced by the counselee. Counseling guidance is very important for early childhood because early school age is the foundation for inculcating morals for children. The procedure for implementing counseling guidance in RA is if there are students who carry out deviant behavior, direct guidance is carried out directly. Counseling guidance is carried out by means of individual guidance services, group services and self-development services.

1) Implementation of Individual Guidance

Individual counseling guidance is one way that is used to provide assistance to a person or individual who is in trouble. This is in accordance with the opinion of Tohirin (2007: 26) regarding the understanding of counseling guidance as follows: "Guidance and Counseling is a process of assistance or assistance provided by the counselor (counselor) to individuals (counselee) through face-to-face meetings or reciprocal relations between the two , so that the counselee has the ability or skill to see and find the problem and be able to solve the problem himself. Implementation of individual guidance is carried out if there are problems with students. Student behavior that deviates requires help from the teacher to be corrected so that in the future the child grows into a child who has good behavior and morals. The implementation of individual guidance is carried out by the class teacher by giving advice, setting a good example for students and habituating students to behave well.



Fig 4. Class Teacher doing Individual Guidance

2) Implementation of Group Guidance

Group guidance is guidance that allows teachers to provide guidance together regarding certain actions. By doing group guidance, it is possible if counseling is not only carried out for students with problems, but all students have the right to receive counseling for the good of all students.



Fig 5. Class Teacher doing Group Guidance

3) Implementation of Self Development Services

Self-development services are educational activities outside of learning that are carried out as an integral part of the madrasah curriculum. Self-development activities are carried out through guidance and counseling services relating to personal and social life problems, learning activities, and student development. To develop self-students many activities carried out. Student self-development activities are usually carried out outside of learning. Self-development activities not only develop students' interests, talents and skills but can also develop student morals or behavior. Self-development activities in the form of extracurricular activities, for example morning recital / iqro recitation activities before learning begins, painting, drawing and coloring activities with Mr. Ayok Sunaryo, and archery.



Fig 6. Extracurricular Recitation of Iqro in the morning



Fig 7. Extracurricular Drawing and Coloring with Mr. Ayok



Fig 8. Archery extracurricular

Guidance and counseling is a process that is not only carried out once but is carried out continuously or carried out many times according to the development of the student. With counseling guidance students can find out habits or manners and rules in their moral development and know the role of law. Through counseling at school students learn about the rules that exist in their surroundings.

3. Instilling Morals in 4-5 Year Old Children

Moral education is given in various educational institutions, one of which is RA Masyithoh Sutoragan. RA is the basis for the formation of human moral character, so that basic behavior and abilities are formed according to the stage of development so that later they can become good citizens. For this reason, it is necessary to instill moral values in early childhood. The importance of instilling moral values in early childhood so that the child's character can develop optimally with the child's potential and abilities and the growth of positive attitudes and behavior for children. Moral education concerns attitudes and personality, so that in learning it is not only limited to developing intellectual abilities but rather to developing children's character, attitudes and behavior.

Moral inculcation of children aged 4-5 years, which consists of indicators of knowing the religion they adhere to, imitating worship movements in the correct order, saying a prayer before and/or after doing something, recognizing good/polite and bad behavior, getting used to good behavior and saying greetings and return greetings. Moral cultivation is how individuals behave towards other people in life. The main environment that influences the inculcation and development of moral values is the family environment, school and social relations. So that the task of adults in helping to inculcate moral values is to transfer assignments and provide an understanding of the rules that exist in children's culture.

When an educator helps a child to develop moral principles, it is also important to develop an understanding of the child's religion or belief. The main goal of moral education is to develop awareness of right and wrong or better known as conscience, ideally a person learns to do good things not because he is afraid of the consequences or consequences if he violates them, but because there are rules from within him that he learns from family and culture. Here the child is directed to have moral reasoning. In other words, no matter how beneficial a moral behavior is to human values, if the behavior is not accompanied and based on moral reasoning, then the behavior cannot be said to be moral behavior that contains moral values. Thus a moral behavior is considered to have moral value if the behavior is carried out consciously of one's own volition and comes from moral thinking or reasoning. Moral reasoning is the determining factor that gives birth to moral behavior, therefore to find actual moral behavior, we can only learn it

through reasoning, meaning that true moral measurement is not just observing moral behavior that appears but must look at the moral reasoning that underlies moral behavior decisions.

The moral development of a child is heavily influenced by his environment. Children acquire moral values from their environment, especially from their parents. In instilling morals in children, the role of parents is very important, especially in young children. Some attitudes of parents that need to be considered with the moral development of children, including:

- a. Consistent in educating children.
 - b. Attitude of parents in the family.
 - c. Appreciation and experience of the religion he adheres to.
 - d. Consistent attitude of parents in applying the norms.
4. Obstacles Faced by Teachers in the Implementation of Guidance in Instilling the Morality of Children Aged 4-5 Years at RA Masyithoh Sutoragan

Obstacles faced in instilling the behavior or morals of children aged 4-5 years at RA Masyithoh Sutoragan include:

- a. Characteristics of various students
 - b. Guidance counseling implementation time
 - c. Student attention when implementing counseling guidance
 - d. Guidance in RA and at home is less balanced
 - e. Absorption of different children when understanding the advice of the class teacher
 - f. The task of the class teacher is not only to teach but also to do other tasks, so you have to determine the right time to do counseling
5. The Solution to the Obstacles Faced by Teachers in the Implementation of Counseling Guidance in Instilling the Morality of Children Aged 4-5 Years at RA Masyithoh Sutoragan

Solutions to overcome the obstacles faced by teachers in carrying out counseling guidance in instilling the morals of children aged 4-5 years at RA Masyithoh Sutoragan are as follows:

- a. The class teacher must study and observe by approaching each child in order to know the characteristics of each child in the class.
- b. Providing special time such as the implementation of counseling is carried out during recess or when it is time to go home from school and certain other times that allow counseling and guidance activities to be carried out both individually and in groups depending on the needs that occur at that time.
- c. Making children want to listen and pay attention to what is conveyed carefully so that there is a change in the behavior of the child who initially made a deviation can change his behavior for the better according to what the class teacher advised him.
- d. Collaboration with parents is very important to establish communication with parents regarding the development of children's behavior which must always get attention also when at home.

- e. With the existence of a liaison book between parents and teachers, it can overcome communication problems in shaping children's behavior or morals while in RA.
- f. The class teacher must be more patient in carrying out guidance slowly so that the child can understand what input and advice the class teacher gives him.
- g. Inserting moral education into learning activities such as the elements of Religious and Moral Values and Character, indirectly guidance has been carried out in shaping children's morals.

Guidance counseling is not only done to deal with children who have problems, but counseling can also help shape children's behavior or morals. Good behavior or morals can be embedded after the teacher carries out counseling. However, counseling is carried out routinely, not just once. Guidance will instill morale in children.

4 Conclusion

Counseling guidance is carried out at RA Masyithoh Sutoragan to help children overcome all their difficulties. In instilling moral values in early childhood, various methods can be used, namely the method of playing, telling stories, giving assignments and conversing, the use of these methods can be adapted to the conditions and character of the child which is the main source of consideration. Because the method will be very influences the success of instilling moral values in early childhood.

The implementation of counseling guidance at RA Masyithoh Sutoragan, Kemiri is carried out by means of individual counseling guidance, group counseling and self-development. In that case the class teacher has full responsibility for carrying out counseling guidance at this RA because there is no special counseling teacher at RA. Counseling guidance is very important to instill better student behavior. Counseling guidance corrects and changes children's bad behavior into good moral good behavior as well. Obstacles faced by teachers in carrying out counseling guidance are the diverse characteristics of children, the timing of carrying out counseling, the attention of children when carrying out counseling, parents who do not support the implementation of guidance at home, and many other obstacles. Every obstacle that arises in the implementation of counseling guidance, there are useful solutions to overcome each obstacle. Solutions used to overcome obstacles vary depending on the existing constraints.

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