MENTORING MANAGEMENT OF STUDENT GUARDIAN ON STUDENT LEARNING READINESS TK 'AISYIYAH BUSTANUL ATFHAL DELI SERDANG

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Abstract: This study aims to determine and describe the management of student guardian assistance in the readiness of learning for 'Aisyiyah Bustanul Atfhal Kindergarten students. The formulation of the problem in this study is how the management of student guardian assistance as part of efforts to prepare students to receive learning in kindergarten schools. This research uses a qualitative approach with a case study research type. Data collection techniques were carried out through 3 techniques, namely observation, interviews, and documentation. Data analysis used in qualitative research uses the Miles and Huberman technique, namely data collection, data reduction, data analysis and conclusion drawing. The results showed that Student Guardian Assistance Management increased the Learning Readiness of 'Aisyiyah Bustanul Atfhal Students, where students showed 4 competencies, namely: 1) Emotional maturity sufficient to overcome daily problems, 2) Adequate social skills to interact healthily with peers, 3) Sufficient cognition to concentrate during play learning, 4) Motor skill development and self-care sufficient to participate.

Keywords: Mentoring Management, Learning readiness, kindergarten student

Introduction

Facing the era of *society* 5.0, the world of education is currently preoccupied with various learning methods that lead to critical and creative thinking of students. Education in the 5.0 era is an educational process that focuses on human development as individuals who have reason, knowledge and ethics supported by modern technological developments. For this reason, education in the 5.0 era should be introduced early starting from the lowest education, namely kindergarten.

Online learning that has been implemented since the *Corona Virus Diseases* 2019 (Covid-19) pandemic which has been running for approximately 2 years, has had both positive and negative impacts on kindergarten students. Aisyiyah Bustanul Athfal 26 Percut Sei Tuan Deli serdang, where they have to learn through online. From the results of observations and interviews with teachers and the principal of kindergarten. Aisyiyah Bustanul Athfal 26 Percut Sei Tuan, it is known that there is a positive impact of online learning, namely that students have been introduced to technology from an early age which, if they receive good assistance, will support student competencies to be able to enter the industrial revolution 5.0 era. Meanwhile, the negative impacts received by children include a decrease in the quality of student learning due to slow self-adjustment skills, weakened learning abilities, lack of motivation to learn, lack of socializing with their friends, boredom, frequent irritation, anger, and lack of concern for others. Such conditions cannot be allowed to drag on, so it is important that the assistance of student guardians or other adults who are responsible for students as student guardians is carried out at home. From the results

of observations and interviews conducted with student guardians, many complaints were obtained when accompanying children when learning from home, and almost the same complaints were also conveyed when children started learning face-to-face at school. Where children tend to get angry quickly if their wishes are not fulfilled, care less about their friends, and have difficulty adjusting to the environment at school. On the one hand, the role of parents/guardians as basic educators at home for children/students is becoming increasingly difficult because they have to divide their time with work, accompanying children to study at home, following children's progress at school, taking care of and educating other children (brothers and sisters), accompanying spouses, so that the process of assisting children/students to learn at home is felt burdensome and the results are not visible, namely student guardians cannot assist students optimally and prepare students to learn at school. This phenomenon is in line with the results of Sudarajat's research (2021) that there are obstacles faced by parents, including (1) aspects of providing learning facilities, (2) supervision of study time, (3) supervision in learning, (4) assistance in learning difficulties and (5) assistance in overcoming learning difficulties. In fact, since before the co-19 pandemic hit, there has been a Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 30 of 2017 concerning Family Involvement in Education Implementation. This regulation certainly binds student guardians to have to involve themselves in the implementation of education starting from home by preparing children psychologically, physically, and materially to receive learning at school and receiving student learning outcomes at school for *follow-up*, and so on. Supported by Henderson and Berla's opinion in Masitah (2019) that the most accurate signs of student understanding at school are not due to social status but the level to which the student's family is able to 1) Create a home environment that can encourage learning, 2) Show high expectations for children's understanding and future, 3) Become a driver of children's education at school and in the community. Clearly, the role of student guardians is needed to prepare students to receive learning at school. But in reality, to assist students at home, there are several student guardian problems that require proper resolution in handling, namely (1) how student guardians prepare student assistance at home, (2) how student learning readiness at school.

Answering these problems requires a study that produces a student guardian assistance management system in improving the readiness of learning of Aisyiyah Bustanul Athfal 26 PCA Percut Deli Serdang kindergarten students. The purpose of this study was to obtain an overview of the management of student guardian assistance in improving the readiness of kindergarten students to learn.

Literature Review
Students in Kindergarten

Kindergarten education, often called kindergarten, is one form of early childhood education (PAUD) which has an important role in developing children's personalities and preparing them for the next level of education. Kindergarten education is a bridge between the family environment and the wider community, namely elementary schools and other environments.

The term early childhood in Indonesia refers to children from birth to six years of age. Law Number 20 of 2003 concerning the National Education System, article 1 paragraph 14 states:

"Early childhood education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to shape physical and spiritual growth and development in order to have readiness to enter further education".

Kindergarten is a form of early childhood education that is on the formal education path, as stated in the National Education System Law Number 20 of 2003 Article 28 that "Early childhood education on the formal education path is in the form of Kindergarten (TK), Raudhatul Athfal, or other equivalent forms".

Kindergarten is the first formal education level that enters children aged 4-6 years, until entering primary education. According to Government Regulation number 27 of 1990, concerning preschool education CHAPTER I article 1 states; "Preschool education is education to help the physical and spiritual growth and development of students outside the family environment before entering basic education (Depdikbud, Dirjen Dikdasmen,1994: 4). Early childhood education, especially kindergarten, is education that is organized with the aim of facilitating the growth and development of children as a whole or emphasizing the development of all aspects of the child's personality.

Student Guardian Mentoring Management

According to Wiryasaputra in Dewi (2021: 21), mentoring is the process of meeting between the mentor and the person being mentored. The meeting aims to help the person being assisted to live their existence and experience their experience as a whole. So that they can use available resources to change, grow and function fully physically, mentally, spiritually and socially. Mentoring can also be interpreted as an encounter in which there are dynamics that must develop. Those dynamics change over time. There are many rhythms and colors. So mentoring can be said to be a dynamic encounter process.

Student guardian assistance in the child's learning process is the student guardian's effort to accompany, provide assistance in overcoming children's learning problems, provide encouragement, motivation, support, supervision and provide facilities for children to be enthusiastic in learning (Prasetyo, 2018: 9). The mistake often encountered by student guardians is to hand over the responsibility for children's education to teachers at school. According to Akbar in Prasetyo (2018: 13-14) that teachers only have 25% time with children, while the remaining 75% is the role of student guardians (parents). According to Liem Hwie in Dewi (2021: 23-24) there are several aspects of assistance that can be done by student guardians in helping their children, namely:

a) Providing learning facilities, the facilities in question are a place to study, stationery, textbooks, and others. These learning facilities can help facilitate children in the learning process so that children do not get obstacles in learning.

b) Supervising children's learning activities at home, student guardians need to supervise learning activities at home because by supervising children's learning activities, student guardians can find out whether their children have studied properly or not. Through the supervision of student guardians, children can study regularly, if they get homework (homework) they can immediately work without delay.

c) Supervising the use of children's study time at home, student guardians need to supervise children's study activities at home, whether children have utilized their study time properly or not. Guardians can help children develop a study schedule.

d) Monitoring the difficulties faced by children in learning, student guardians need to know the difficulties faced by children in learning, because by knowing these difficulties, student guardians can help solve them. if student guardians do not recognize the difficulties faced by children in learning, then the child's learning process will be hampered.

e) Helping children overcome learning difficulties To help in the education process, guardians participate in the learning process, including knowing the methods used to help children learn. The more knowledge the guardians have, the more material they will provide to their children. Increasing their knowledge will also make it easier for their children to find answers to their questions.

The student guardian assistance management used in this study includes 5 management principles, namely:

1. Planning, Guardians make a home learning plan together with the school regarding the understanding of the curriculum and school program, school committee activities, and the time limit for assistance.
2. Organizing, preparing the roles of people responsible for mentoring activities.
3. Monitoring, monitoring of student guardian mentoring activities carried out by the school, to see whether the activity plan is in accordance with the implementation of student guardian mentoring.
4. Communication system, building a communication system in an interactive relationship between the school, guardians and students, supported by authentic evidence to avoid negligence/subjectivity.
5. Evaluation, conducting an assessment at the end of the activity based on thoughts, feelings and activities, to find out how mentoring management can facilitate student guardians in accompanying children's learning at home.

   If the evaluation is successful, it will improve the quality of student learning, if the evaluation results are still less than expected, planning will be carried out again with reference to the results of monitoring and evaluation.

Figure 1 Student Guardian Assistance Management

Kindergarten Readiness to Learn

Learning in kindergarten should be adapted to the age of children who still like to play, Calistung learning activities (reading and writing counting) must be integrated in play activities, in exploration programs and in center activities. In counting learning activities, for example, it can be done with counting games, this is not only related to cognitive abilities, but also social and emotional mental readiness and to foster children's intelligence. Kindergarten functions to foster, grow, develop all the potential of children optimally, so that basic behaviors and abilities are formed in accordance with their stage of development in order to have readiness to enter further

education (Directorate of Kindergarten and Elementary Development, 2010). Learning in kindergarten is directed at achieving the growth and development of children categorized at the age of 4-6 years so that children are ready to attend further education, namely in elementary school (SD) or Madrasah Ibtidaiyah (MI) taken from Pratiwi's journal (2021).

The learning outcomes of kindergarten/early childhood learning seek to place the early childhood curriculum and primary school curriculum on a single learning path (learning progression) so that the end of the curriculum outcomes is the point of departure in grade 1 of primary school. This is expected to support children's school readiness. School readiness is understood as the presence of three-dimensional interactions, namely; ready learners (ready children), ready families (ready families), and ready schools (ready schools) (UNICEF; 2012).

School readiness is a condition that continues to be built based on partnerships between early childhood education units, families, and low-grade primary schools. School readiness is interpreted as the presence of the results of the interaction of three dimensions: ready children, ready families and ready schools.

An important component of school readiness that indicates the quality of learning in kindergarten students:

1. Sufficient emotional maturity to cope with daily problems.
2. Adequate social skills for healthy interaction with peers.
3. Sufficient cognitive maturity to concentrate during play-learning.
4. Development of adequate motor and self-care skills to be able to participate in daily activities (Capaian Pembelajaran untuk Satuan PAUD; 2022)

This component is used by researchers to determine student learning readiness at Bustanul Athfal 26 PCA Percut Sei Tuan Deli Serdang Kindergarten.

Method

This research was conducted in kindergarten. Aisyiyah Bustanul Athfal 26 PCA Percut Sei Tuan Deli Serdang. This research uses a qualitative approach to analyze the management of student guardian assistance in improving the quality of student learning, and this research begins with assumptions and the use of a framework or influences the study of research problems related to the meanings imposed by individuals or groups on a social problem. There are 4 stages used in this research, namely the pre-field stage, the field work stage, the qualitative data analysis stage and triangulating the data, and finally the evaluation and reporting stage (researchers conduct discussions with the research team regarding the results of the research). Data collection techniques used observation, structured interviews, and documentation.

Data analysis used in qualitative research uses the Miles and Huberman technique, namely data collection, data reduction, data analysis and conclusions (Sugiyono 2005). As the object of research is the management of student guardian assistance. How student guardians manage student learning assistance at school starting from planning, organizing, monitoring, communication systems and evaluation. The research subjects were student guardians of Bustanul Athfal 26 PCA Percut Sei Tuan Kindergarten. In this study, researchers describe how the management activities of assistance to student learning are related to learning readiness, namely emotional maturity, social skills, motor skill development and self-care.

Result and Discussion

The family is the first environment for the development process of children/students which is also the foundation for their character growth. Cooperation between the family and the education unit greatly supports the improvement of children's learning at school. The rapid development of the world demands the role of parents to be important in preparing children to enter the world of

education in a sustainable manner. Providing assistance to children / students at home and establishing partnerships with schools is the main thing to realize a better quality of education. For this reason, it is important to have adequate governance in the process of student guardian assistance.

In line with the thoughts of Ki Hajar Dewantara who stated that the essence of education is the responsibility of the family, while schools only participate (Dewantara, 2011), this shows how important the role of the family is in improving the quality of a child's education which is supported by education at school so that the development of children / students can develop optimally.

Student guardian assistance in the child's learning process is the student guardian's effort to accompany, provide assistance in overcoming children's learning problems, provide encouragement, motivation, support, supervision and provide facilities for children to be enthusiastic in learning (Prasetyo, 2018: 9). Student guardian assistance management is the management of student guardian assistance that uses management principles in its implementation. Student guardian mentoring management in this study includes:

1. Planning, student guardians make a learning plan at home together with the school related to understanding the curriculum and school programs, school committee activities, and the time limit for assistance. At this stage, student guardians prepare and provide learning facilities, including a conducive learning environment according to the needs of children, learning equipment (stationery, tables, chairs, books, etc.), learning materials according to the agreement with the school, and other student needs, and prepare students' psychological conditions including inviting students to prepare their learning equipment, together with students making their learning schedules, conducting interactive communication, and providing motivation.

2. Organizing, preparing the roles of people responsible for mentoring activities. The people involved are the class teacher, students and guardians (parents). Student guardians act as motivators, facilitators, evaluators and partners for students. The teacher's role as a motivator, evaluator and supervisor for students and student guardians. The role of students as beneficiaries.

3. Monitoring, monitoring of student guardian assistance activities carried out by the school, to see whether the activity plan is in accordance with the implementation of assistance by student guardians. At this stage, teachers meet with student guardians to discuss the progress of children's learning achievements and children's attitudes towards learning during the home assistance process, namely Providing learning facilities; Supervising learning activities; Supervising the use of learning time; Supervising student learning difficulties; Helping students overcome learning difficulties.

4. Communication system, building a communication system in an interactive relationship between schools, guardians, and students, supported by authentic evidence to avoid negligence/subjectivity. At this stage, student guardians and teachers make documentation of the behavior shown by students that shows a change in behavior towards students' learning attitudes in the form of photos and daily notes. Communicate the results of observations openly and directly to get solutions or improvements immediately. The results of interactions with parents are followed up at school when the child/student is already at school. Guardians respond to problems faced by students/children by asking and answering students/children's questions, and providing important input for students/children.

5. Evaluation, conducting an assessment at the end of the activity based on thoughts, feelings and activities, to find out how mentoring management can facilitate student guardians in

accompanying children's learning at home. At this stage, the teacher and the student's guardian draw conclusions about improving the quality of student learning.

The results showed that the management of student guardian assistance can improve the readiness of learning of students of Bustanul Athfal 26 PCA Percut Deli Serdang Kindergarten which is indicated by:

1) Emotional maturity is sufficient to overcome daily problems, this attitude is shown by all students. Kindergarten students who initially often cry in class, are easily offended, angry without cause, after parents provide assistance at home, a better attitude in dealing with daily problems appears where students begin to rarely cry when asking for something or failing to do something, are willing to complete learning tasks at home, and are excited when going to school. At school students look cheerful and happy, students dare to express their wishes, dare to answer questions from teachers and people around them, are more confident and have a positive attitude towards the learning and playing process.

2) Adequate social skills to interact healthily with peers are demonstrated by all students. Students want to be invited and invite friends to play and do their learning tasks in class, students are seen actively telling stories with their friends or other people at school, students want to be actively involved in learning and playing with their groups, sensitive to the surrounding environment such as helping their friends, greeting teachers and other friends.

3) Cognitive maturity sufficient to concentrate during play-learning was also demonstrated by all children. Students are able to complete tasks in class, can follow instructions from the teacher, students are able to retell their experiences.

4) The development of motor skills and self-care sufficient to be able to participate in daily activities is demonstrated by all children. Students can stack blocks correctly, students can hold stationery correctly, play actively with playground equipment at school, perform gymnastic movements and dance to the rhythm and example.

From the interviews with guardians, most of them stated that it was easier to encourage their children to manage their time to play, study, and do other activities; they saw that their children were more cheerful and communicated well with their families and other people; their children were more confident in doing their activities and completing tasks happily. At school, teachers stated that these students were more eager to learn and play with their friends, responded positively to difficulties (no crying or sulking), and were more confident in doing school activities. These results show that the management of student guardian assistance improves learning readiness of 'Aisyiyah Bustanul Athfal 26 PCA Percut Sei Tuan Deli Serdang Kindergarten students.

Conclusion

The management of student guardian assistance, which includes planning, organizing, monitoring, communication systems, and evaluation, is a process carried out by parents to prepare students/children to receive learning at school. Through this management, the role of parents in assisting students/children is clearly very important. As a motivator, the guardian encourages students to be active and participate in learning sessions at home; as a facilitator, the guardian facilitates the needs of students to be able to study properly, including room readiness, stationery (pencils, pens, markers, whiteboards, books, color pencils, drawing books, etc.), and study time; as a role model, the guardian becomes a role model for students; as mediators, student guardians become intermediaries to understand the meaning and concept of learning; as partners, student guardians play an active role in cooperating with schools for the benefit of student education; as supervisors, student guardians actively pay attention, supervise student activities at home and outside the home. With good management in accordance with the principles of management, there

are changes in the behavior of students who are more excited, happy, and pay attention to learning activities at school. In the long run, it will certainly benefit the lives of children. With mentoring management, there are several benefits felt by student guardians such as student guardians build good communication with students at home and teachers at school, can ensure optimal student growth and development, student guardians can also play an important role in student education, can follow the development of student learning readiness, provide support for learning progress, and provide input for the progress of kindergarten schools. To determine the success of the student guardian assistance management process, the role of the teacher is also important in building communication with parents so that they can evaluate how students learn and develop life skills at home which will certainly show students' learning readiness including emotional maturity, social skills, motor skills and self-care which can be used as a benchmark for student learning readiness at school.

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