

Utilizing Model of Spiritual Quotient Developmental Guidance for Indonesian Kindergarten Students

Rifda El Fiah¹, Syaiful Anwar¹ and Ismail Suardi Wekke²

¹ Universitas Islam Negeri Raden Intan, Jl. Letnan Kol. H. Endro Suratmin, Sukarame, Bandar Lampung, 35131 Indonesia

² Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong, Jl. Klamono-Sorong, KM 17, Klabilim, 98417, Indonesia

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Abstract: Kindergarten education as the early educational institution for children is in the golden age where they may expand their potentials, including their spiritual quotient. Unfortunately, there have not been proper strategies to develop their spiritual quotient which can be observed from the curriculum aspect, understanding and role of teachers or the support of school system (the principal, environment and infrastructural facilities). The development of kindergarten students' spiritual quotient is just a matter of discourse, and it has not been seriously appreciated by those who are involved in the kindergarten education. This fact is revealed as the findings of research about the portrait of guidance of kindergarten students' spiritual quotient in Bandar Lampung. Therefore, this paper is mainly focused on the utilization of developmental guidance model to enhance the spiritual quotient of kindergarten students by applying the right kind of strategy or approach concentrating the attention to the children themselves and the whole aspects of individual development. The utilization of this kind of model is emphasized on the efforts to help the children by training, nurturing and stimulating them with proper approach through basic guidance service, responsive approach, individual planning, and systemic support.

1 INTRODUCTION

As kindergarten education is the early educational institution for young children which is also called the golden age where they may exploit their potentials, including their spiritual quotient, children must acquire proper treatment as early as possible. Montessori says that the period of 3 to 6 years of age is categorized the sensitive period, that is, the particular function of organ which acquires stimuli and guidance will develop optimally without much difficulty (Hurlock 1999).

Education at kindergarten stage is aimed at establishing the children's basis of development of attitude, knowledge, skills and creativity mostly needed by children in adapting to their environment and for the sake of their future growth. It is also focused on developing all aspects of their intellectuality including their attitude, knowledge, skills and thought. There is also emphasis on the establishment of the elements of personal growth for their current and future life (Sholehuddin 1997). According to the 2004 Competence-Based Curriculum for Kindergarten, the goal of kindergarten

education is to help children develop their potentials both physically and psychologically covering the aspects of morality and religious values, social, emotional, cognitive, language, physical/motoric, independence, and art factors to prepare them for entering the elementary education.

The instructional process at kindergarten is very unique. It is quite different from that in other level of education (from elementary up to university level). Its uniqueness is the involvement of all aspects of development without emphasizing on one of the aspects only. Therefore, kindergarten teachers have to develop instructional model which focuses on the establishment of the students' personality and behavior in all dimensions of their intellectuality, mainly their spiritual intelligence. This is because, basically, every child is born along with his/her own potentials, characteristics, and the talent of spiritual traits to be developed continually and comprehensively to make his/her current and future life meaningful and happy, and eventually to make him/her able to face any occasion in this life objectively and open-heartedly (Sinetar 2000; Sukidi 2002; Amram 2007).

In fact, the spiritual quotient of kindergarten students has different characteristic. Yosi Amram asserts that there six characteristics of spiritually intelligent children. They are (a) awareness, that is the ability to realize the existence of God and His creation; to understand self-being and possess the definite goal of life; to own trans-rational knowledge (understanding acquired through prayers, religious practices, and intuition); and to develop the quality of spiritual awareness through the supporting activities; (b) gratitude, that is the ability to go through this life in accordance to the religion regulations and universal norms; to love and respect this life gratefully, joyfully, enthusiastically and optimistically based on faith; (c) transcendence, that is the ability to make their life experience sacred; to nurture relationship with their environment by respecting, accepting and showing empathy one to another; and to love each other; (d) truth, that is, the ability to receive, like, and forgive fact even if it is bitter; to be open-minded and open-hearted towards curiosity, and to appreciate different values and culture; (e) patience, that is, the ability to show submission, patience, acceptance, introspection; to release egoism and develop humility by learning to accept any occasion; and (f) self-guidance, that is, the ability to be independent, brave, creative, and happy; to be wise in acquiring the truth; to act honestly, responsibly, and accept every value openly (Amram 2007).

To help children develop their potentials, particularly the spiritual side, can be achieved through guidance (Nurihsan 2003). In this case, the guidance is focused on giving them encouragement, establishing the conducive atmosphere to let them grow optimally. JJ Muro and T. Kottman states that guidance approach is an appropriate one to be used in schooling system because it focuses on the phases of children growth, needs and interests, and help the learn life skills as well (Muro & Kottman 1995).

The guidance is aimed at developing all aspects of the children growth including physical-motoric, intellectual, social, emotional and spiritual ability. Thus, the guidance provided at nursery education must cover the whole elements of the students' development, and it is not focused on a certain kind of element only. Otherwise, it may hinder the development of other elements of children growth (Syadidh & Agustin 2008).

The guidance of children development with interpersonal communication nuance is expected to be able to help children enhance their spiritual quotient potential, and minimize the errors in treating the development their spiritual life. The error may include the orientation of teaching which is

emphasized on message and information delivery. That is the reason, children must be given sufficient opportunity to explore their potentials to make them unique individuals as children grow with their own uniqueness.

Another kind of error in kindergarten is the activities of children play which are teacher-oriented that may bore the students. There is also indication that many of kindergartens tend to direct the students to apply academic activities such as reading, writing and calculating. As a matter of fact, the utilization of developmental guidance model will be accompanied with activities which let the students think and express their feelings, do exploration to find the solutions of certain problems, and improve their spiritual quotient as well. Hence, developmental guidance service is becoming more urgent since it can help children dig out their potentials. Unfortunately, many teachers are unable to explore their students' spiritual potentials. Consequently, the development of children's spiritual potential is hindered, and their hidden potency is suspended.

Empirically, some kindergartens in Bandar Lampung have put forward the idea of the importance of spiritual quotient for their students. They have tried to develop their students' spiritual quotient with various kinds of activities depending on their institution's vision, mission and circumstances. Yet, the strategic planning to enhance the kindergarten students' spiritual quotation is not proportionally arranged. Besides, the resources to make the program run successfully have not been managed well by the school. Therefore, the utilization of a certain model or strategy of guidance and counseling of development which is suitable with the kindergarten students' characteristics and growth is highly needed.

This paper is focused on the utilization of developmental guidance model to enhance the spiritual quotient of kindergarten students by applying Borg and Gall's research and development strategy, who say that it is "*a process used to develop and validate educational product*" (Borg & Gall 2003); the product meant here is the model of effective developmental guidance to improve the kindergarten students' spiritual quotient through integrated approach of learning (Firdaus et al. 2015).

2 FINDING

2.1 The Spiritual Quotient Portrait of Kindergarten Students

The research findings show that the spiritual quotient of kindergarten students in Bandar Lampung is that 59.79% belongs to the category of appearing, 40.21% belongs to the category of less appearing, and 0% belongs to the category not appearing. The data can be seen in the table below:

Table 1: The Profile of Spiritual Quotient of Kindergarten Students in Bandar Lampung

Interval	Criteria	Freq	(%)
2.50-3.00	Appearing	168	59.79
1.50-2.49	Less Appearing	113	40.21
0.00-1.49	Not Appearing	0	0.00
Total		281	100

Then, the elaboration of the aspects of the spiritual quotient of kindergarten students in Bandar Lampung is displayed in the following table :

Table 2. The profile of the Aspects of the Spiritual Quotient of Kindergarten Students in Bandar Lampung

Interval	Criteria	Awareness (A)		Gratitude (B)		Transcendence (C)		Truth (D)		Patience (E)		Self-Guidance (F)	
		f	%	f	%	f	%	f	%	f	%	f	%
2.50-3.00	Appearing	173	61.57	186	66.19	171	60.85	156	55.52	162	57.65	185	65.84
1.50-2.49	Less Appearing	106	37.72	95	33.81	109	38.79	118	41.99	113	40.21	95	33.81
0.00-1.49	Not Appearing	2	0.71	0	0.00	1	0.36	7	2.49	6	2.14	1	0.36

The table above shows that 61.57% of awareness aspect belongs to the category of appearing, 37.72% is under the category of less appearing, and 0.71% is not appearing. For the aspect gratitude, 66.19% falls under the category of appearing, 33.81% is under the category of less appearing, and 0.00% is not appearing. Next, the aspect of transcendence, 60.85% belongs to the category of appearing, 38.79% belongs to less appearing, and 0.36% belongs to not appearing. Then, the aspect of truth, 55.52% is under the category of appearing, 41.99% is less appearing, and 2.49% is not appearing. 57.65% of patience aspect falls under the category of appearing, 40.21% of it belongs to less appearing, and 2.14% belongs to not appearing. For the last aspect, self-guidance, 65.84% belongs to appearing, 33.81% belongs to less appearing, and 0.36% belongs to not appearing.

In Kedaton sub-district, two kindergartens were researched: Kindergarten Kembang Ibu and Kindergarten Aisyah I. The research findings show that the spiritual quotient at Kindergarten Kembang Ibuis 47.62% belongs to the category of appearing, 52.38% belongs to less appearing, and 0% is for not appearing. Meanwhile, at Kindergarten Aisyah I, 85.71% falls under the category of appearing, 14.29% falls under the category less appearing, and 0% for not appearing.

There were three other kindergartens researched in Kedaton sub-district: Kindergarten Kartika II, Kindergarten Aisyah II, and Kindergarten Az-Zahra. The research findings show that the spiritual quotient of students at Kindergarten Kartika II is 89.66% under the category of appearing, and 10.34% belongs to less appearing, and 0% belongs to not appearing. While for students at Kindergarten Aisyah II, 9.09% belongs to appearing, 90.91% belongs to less appearing, and 0% for not appearing. Then for Kindergarten Az-Zahra, 50% for the category of appearing, and another 50% for less appearing, and 0% for not appearing.

In West Tanjung Karang sub-district, two kindergartens were researched: Kindergarten Bindo and Kindergarten Garden Kids. The research findings show that the spiritual quotient at Kindergarten Bindo is 65% belongs to the category of appearing, 35% belongs to less appearing, and 0% is for not appearing. Meanwhile, at Kindergarten Garden Kids, 68% falls under the category of appearing, 32% falls under the category less appearing, and 0% for not appearing.

In Rajabasa sub-district, two kindergartens too were researched: Kindergarten Al-Kautsar and Kindergarten Qurrota'yun. The research findings show that the spiritual quotient at Kindergarten Al-Kautsar is 39.13% belongs to the category of

appearing, 60.87% belongs to less appearing, and 0% is for not appearing. Meanwhile, at Kindergarten Garden Kids, 80% falls under the category of appearing, 20% falls under the category less appearing, and 0% for not appearing.

In Sukarame sub-district, two kindergartens too were researched: Kindergarten As-Salam and Kindergarten Kuntum Mekar 2. The research findings show that the spiritual quotient at Kindergarten As-Salam is 58.82% belongs to the category of appearing, 41.18% belongs to less appearing, and 0% is for not appearing. Meanwhile, at Kindergarten Kuntum Mekar II, 50% falls under the category of appearing, another 50% falls under the category less appearing, and 0% for not appearing.

In West Teluk Betung sub-district, two kindergartens were researched, too: Kindergarten Asmaul Husna and Kindergarten Little Star. The research findings show that the spiritual quotient at Kindergarten Asmaul Husna is 50% belongs to the category of appearing, another 50% belongs to less appearing, and 0% is for not appearing. Meanwhile, at Kindergarten Little Star, 58.82% falls under the category of appearing, 41.18% falls under the category less appearing, and 0% for not appearing.

Referring to the empirical fact of the kindergarten students' spiritual quotient, it can be obviously seen that the students of kindergarten in Bandar Lampung have possessed the ability to show the activities relating to the aspect of awareness, for example being grateful as the creation of Allah concerning the students themselves and their surroundings in the form of establishing the cleanliness of classroom and the environment by not littering. It happens, of course, under the guidance of the teachers at school through their lesson, training, practice and advice to their students.

Further, about the gratitude aspect, it is indicated that the kindergarten students in Bandar Lampung have owned the potency and imagination to conduct spiritual activities in the form of showing gratitude to Allah by, among others, being obedient to the rules and regulations at school, being disciplined to school attendance, having spirit and motivation to study, loving and caring for their teachers and friends, etc.

Then, about the transcendence aspect of spiritual quotient, it is manifested by the kindergarten students in the form of fostering friendship regardless of the ethnic groups and economic condition, helping each other like helping someone who falls down or passing someone's bag or toy; respecting someone's different ethnic groups, caring for others sincerely, appreciating other's opinion, being careful in doing

something. The realization of the transcendence aspect can be seen through the brotherhood and loyalty to acquire the positive effects for all, the respect to each other and the willingness to sacrifice. In practice, the implementation of this aspect is reflected from the students' standing in a line in using the game tools or toys. Even though there is crowd, they queue orderly.

Next, the aspect of truth is manifested by children by being sincere in accepting failure; having confidence to perform better after being failed; forgiving friends wholeheartedly; asking for teachers or friends about something they do not know; being curious about the new issues; being able to cooperate with other people regardless of differences of opinion; respecting others' different culture. All these things indicate that the kindergarten students have started to develop their affective senses. After that about the patience aspect, it is indicated by the students by admitting their faults; not blaming others for their failure; being relieved to see others becoming more successful; sharing snacks with friends; sharing happiness with other people; not being easily upset.

The next aspect is self-guidance which is reflected by the students in form of being honest, not crying when left alone by mother or nanny, being able to mingle with other friends. The behaviors of not blaming others for their fault, not lying, not speaking dirty words, not mocking others are the indicators of spiritually intelligent children.

The findings of this research reveal that the potency of spiritual quotient of the kindergarten students in Bandar Lampung, especially in sub-districts of Kedaton, Rajabasa, Sukarame, West Tanjung Karang, Central Tanjung Karang and West Teluk Betung in general belong to the category of appearing, yet, some aspects of the spiritual quotient still in the position of less appearing. It is good, however, none of them belongs to not appearing. The attainment of spiritual quotient of kindergarten students in the category of less appearing means that those students have less qualified spiritual quotient or they have not achieved all the targeted indicators of spiritual quotient. Furthermore, it means that they require guidance to possess qualified spiritual quotient.

2.2 The Fact of Teacher's Role and Understanding in Spiritual Quotient Guidance

Spiritual quotient is perceived by the kindergarten teachers in Bandar Lampung as one of the

intelligences that must be possessed by the students besides intellectual and emotional quotient. This statement is supported by the teachers who further explain that the enhancement of the students' potency of spiritual quotient and religiousness play a very important role in all activities of learning at kindergarten, and this, unquestionably, requires the teachers' role as educator and counselor.

The main references of the learning program at kindergarten to enhance the students' spiritual quotient are Al-Qur'an as the holy Book for Muslims as well as the curriculum for kindergarten. The curriculum is developed on the basis of the first pillar of Pancasila (Five Principles): "A Belief in One Supreme God", and Government Regulation No. 58 about The Attainment Standard of Children's Moral and Religiousness.

The spiritual quotient instructional goal at kindergarten is to enable students to recognize their religion; to teach them how to perform the ritual worships; to understand good conducts like honesty, politeness, respect to teachers and care for friends; to differentiate good and bad conducts; to know the holy days; and to respect other religions (Firdaus & Wekke 2017). The scope of learning materials to enhance the students' spiritual quotient includes (a) recognizing various kinds of religions and worshipped places; (b) knowing and memorizing daily prayers; (c) knowing and memorizing short chapters of Al-Qur'an; (d) knowing and memorizing short hadith (prophetic tradition) relating to cleanliness, respecting parents, and caring for friends; (e) performing ritual worship like taking ablution, praying and hajj; (f) recognizing the way to read and write Al-Qur'an (Iqra' system), and introduction to Tauhid (unity of God) and Akhlak (moral).

According to the basic principles of learning at kindergarten, naturally students are exposed with the activities of *fun learning*, it is not the place where the acceleration of the learning activities at elementary school takes place, nor it becomes the requirement to continue studying at elementary school as stipulated by the Government Regulation No. 27 Year 1990 Chapter I Verse 1. Further, Cosby and Sawner assert that for kindergarten students, it is their nature to recognize themselves, know others and their environment. Therefore, playing is the best strategy of learning to develop their potency (Rogers & Sawyers 1995).

Unfortunately, teachers' attention towards students who need special treatment is not satisfactory. Teachers are not able to provide educational service as supposed to be given to the gifted children or the mentally and physically

disabled, including the ability related to spiritual quotient. The educational pattern in kindergarten tends to give similar treatment to all students. This condition may occur at all kindergartens in Bandar Lampung, even in Indonesia.

The excerpt of Ministry of Education Regulation No. 52 Year 2009 about the Criteria and Tools of Accreditation for Kindergarten states that kindergarten teacher is also expected to be able to facilitate the improvement of potency and train children's creativity to actualize their various potencies, including their potency of spiritual quotient. Relating to retarded children, teachers must recommend them to be handled by the expert. Giving follow-up activities for those who require special treatment through program of educational or guidance service is a must to encourage quality of children's development. As a matter of fact, there are only few requiring special treatment children who get the sufficient service. There are also problems in the effort to enhance the students' spiritual quotient, among others, teachers' inability to conduct learning program which is adapted to the needs, interest, ability and rhythm of children's growth. The learning process is running classically with similar treatment to all students. As a result, the potency of the gifted children cannot grow well.

The problem faced by teacher in implementing the teaching method to enhance the students' spiritual quotient is that some teachers still think that teaching is just a matter of delivering lesson to the students, so that they tend to be conservative and keep on using classical strategies. The condition of the kindergarten in Bandar Lampung described above is caused by two factors: *first*, internal problem concerning with the conservative attitude of teachers, teachers' low motivation to improve their competence, teachers' lack of competence in science and technology; and *second*, external problem is related to the existence of infrastructural facilities. Teachers are not able to be the role model for students, although they know that children tend to imitate their surroundings. Some teachers still apply strategy which uses harsh way and firmed obedience.

2.3 Support from the School Environment

All the school personnel of Kindergarten in Bandar Lampung are very supportive to the idea of enhancing students' spiritual quotient. However, the support is just in the form of idea. Some principals and teachers do not have any clue yet on how to enhance the

students' spiritual quotient, although they know well the importance of spiritual quotient for children.

About the support from the school personnel, Sholehuddin (1997) says that a good kindergarten has a good standard of management, too. It must have easily understood and well socialized vision and mission. Vision and mission must not be difficult to understand or unclear, moreover not to have clear goal. Support will arise if the institution formulates and sets the goal of institution which is easily understood and well socialized (Sholehuddin 1997).

The availability of facilities to support the achievement of spiritual quotient is also insufficient. Lack of dialogic communication between school and the stakeholders to think of and deliberate the improvement of the educational programs and activities still exists. It is hard to find conducive, comfortable and learning atmosphere like the playing ground, classroom, health service etc

Fakhrudin (2010) asserts that there must be sufficient allocation of fund to provide the facilities that must be available to support the educational programs. Ideally, the institution of kindergarten spends 70%-100% of the fund for operational cost. In fact, some kindergartens only spend 21%-40% of the allocated fund for operational cost, even worse than that, some only spend 1%-2-%. About the personal fee, ideally, the school just takes one kind of personal fee. Nevertheless, some schools take more than four kinds of operational cost (Fakhrudin 2010).

3 DISCUSSION

The optimal enhancement of the spiritual quotient of kindergarten students at some schools has been prioritized, even set as the trademark of the school. However, it has not been elaborated proportionally. Teachers have also been aware of the importance of enhancing the students' spiritual quotient, yet, they lack competence to manage the resources and strategies to maximally achieve the expected goal. In other words, the enhancement of students' spiritual quotient is just a matter of hot issue, but not yet seriously implemented by the personnel at some kindergartens in Bandar Lampung.

The potency of spiritual quotient of kindergarten students in Bandar Lampung generally falls under the category of appearing, but at some schools and for certain aspects of spiritual quotient, it belongs to less appearing. The data gathered reflect that the students need help to acquire maximum attainment of spiritual quotient.

The attainment of spiritual quotient which falls under the category of less appearing means that the kindergarten students at the sub-district of Kedaton, West Tanjung Karang, Sukarame, Central Tanjung Karang, Rajabasa and West Teluk Betung possess less qualified spiritual quotient, or it means that some kindergarten students in Bandar Lampung have not achieved the whole indicators of the learning objectives related to the achievement of spiritual quotient.

Accordingly, to make the enhancement of spiritual quotient of kindergarten students run effectively and acquire a maximum result needs to be organized by a certain kind of model of developmental guidance which is systematic, applicative and empirically verified. This model of developmental guidance must be flexible, collaborative and active because its implementation is integrated into the daily learning activities. Besides, its structure and intervention model are in the form of guidance service. Its structure comprises of four components described below.

3.1 Basic Service of Guidance

Basic service of guidance is common service provided to all children. This service is geared to the improvement of behavior or competences that are supposed to be possessed by children. This kind of service has its own scope and order as well as curriculum to be used by making good use of relevant materials and other resources (Depdiknas 2008).

Kartadinata asserts that the service of guidance must be based on religious values because they have basic, universal and absolute characteristics. They are different from social values which tend to be relative, temporary, and unstable, and may change depending on the change of era. Religion sets the basic rules for its followers to control their passion which, if uncontrollable, may be the source of problems faced by human beings including kids and teenagers. Religion also sets the rules of fostering relationship between humans, how they have to help each other and remind each other to stay on the right track (Kartadinata 2010).

The idea of combining spirituality and religion and guidance service has been quite long in discussion (Firdaus & Wekke 2017). Nowadays, it has been issued that spiritualized guidance and counseling becomes the fifth batch in counselling (Surya 2006). Counseling experts state that the area of counseling is mental health, and religion provides values which lead to acquire mental health. It is believed that the implementation of religion-based guidance and counseling will not cause contradiction since both are working on the same object – mental

health. Thus, it is urgent to enhance children spiritual quotient as early as possible, and it can be started from the kindergarten stage of education.

In this context, the researcher collaborated with the teachers to organize the application of the basic service of guidance and to make sure that it is well-accepted by the whole children (Muro & Kottman 1995). Then, the strategy employed was classical guidance. The process of classical guidance can be implemented by the teacher by integrating it with the daily learning activities. The activities of classical guidance can be in the form of story telling, role playing, going on a tour, playing, exploring, poetry reading, singing, performing worship, and visiting others. The learning materials may include the aspects of spiritual quotient such as awareness, gratitude, transcendence, truth, patience, and self-guidance.

In addition to classical guidance, to enhance the kindergarten students' spiritual quotient, teachers may do the following actions. First, be a good role model for students. In education, parents function as teacher at home, even as the first and main educator for their children. Therefore, parents' and teachers' good model are equally important. Teachers' good model can be in the form of their faith (*akidah*), moral (*akhlak*) and performing worship.

Second, teachers must be good friends for students. Natawidjaja identifies some roles of teacher as guide which involves some indicators of teacher's role as true friend for children, among others, to treat them warmly, friendly, not arrogant, pleasant, genuine, honest; take children as they are; treat children openly; sensitive to children's feelings (Natawidjaja 1987). Third, invite children to know mosque and its function. Teachers must be convinced that mosque is the centre of moral and worship augmentation as Prophet Muhammad did to his disciples, and the first building erected when he migrated to Medina was a mosque. It was functioned as the basis for such activities as worship, social, and humanity including to raise the spirit of Islamic struggle (An-Nahlawi 1996).

Fourth, pray before and after doing any kind of activities. Teachers must give examples to their students to always pray before doing an activity and then after doing the activity. Let us take for example, they pray before entering toilet and when going out of toilet, before and after having meals, etc. Fifth, work together with parents/family of children. Parents/family has a very important role in children's education, especially at kindergarten. Like teachers, parents are also educators who hold responsibility as high as if not higher than teachers at school. Systematic and well-programmed cooperation between teachers and parents will produce conducive

synergy for the children's growth of potency and spiritual values.

3.2 Responsive Service

Responsive service is a kind of favor given to the counselee who is facing problems and needs immediate help. Otherwise, it may trouble the process of achieving the maximum growth.

It is obvious that the responsive service runs along the academic year of kindergarten. In Bandar Lampung, it is carried out in the form of observing the children and individual counseling, consultation with parents, peer guidance, individual therapy with secure and comfortable ways. Then, the strategies of service include consultation, personal guidance, parent counseling, environment utilization, and referral.

3.3 Individual Planning

It is a kind of service of guidance aimed at helping students to create and implement educational plan, career, or personal social life. The main purpose of individual planning service is to help children monitor and understand their own growth. Then, they can plan and implement the plans based on their monitor and understanding. The strategies applied include orientation, information, individual counseling, reference, collaboration, and advocacy (Ditjen DIKTI 2007).

Individual planning is intended to help children understand their own characters. The process of self-recognition is carried out directly through group guidance integrated into the learning process with the theme of "Who are we?". Simple self-recognition can be implemented to children about their personal identity such as name, address, age, and physical appearance; their favorite of food, drink, toy, color, etc. After identifying children's favorite, the teacher can further provide programs to support the children's growth. The spiritual values explored are determination, truth, patience, and self-guidance on the activity chosen by the children. Through this practice, children are expected to possess perseverance, honesty, tough and fairness

Then, getting to know the environment is also important for children, so that they will know people around them as well as their surroundings like family, school, house, and other public places. This kind of introduction can be done through classical guidance integrated to the daily learning under the theme of "How Nice to be Close". It is good to do to make children feel confident in carrying out their own activity; respect their family members, friends, neighbors and teachers.

3.4 Support from System

It is a component of service and management activity, work pattern, infrastructure and continual development of competence of professional counselor which indirectly provides help to the counselee or facilitate smoothness to the counselee in order to maintain, strengthen and improve the whole service of guidance. This program supports the teachers to smoothen the implementation of service, while for other education personnel it is to smoothen the educational programs at school. Support from system includes aspects of networking development, management activity, and research and development (Ditjen DIKTI 2007).

The strategies that can be applied at kindergarten may include professional development either through in-service training or profession organization, attending scientific programs, or pursuing higher education. Minimally, the professional development is carried out once in a semester. Other strategies include giving consultation and collaborating with child consultant, other teachers, parents, staff of other school, and other relevant institution. It needs to be done to get information and feedback about the service given to children, do referral, and increase the quality of guidance program.

The involvement of stakeholders in the program of enhancing the students' spiritual quotient is also necessary. It means that there should be schedule of meeting for teachers, guide, consultant, and parents to get together synchronizing their perception and pattern of guidance as well as to evaluate what has been achieved so far. In this context, the schedule of routine meeting is minimally four times in a year. Next, the meeting between parents and teachers as well as consultant is organized in the form of parenting program scheduled once a month.

4 CONCLUSION

Human beings were born to earth bringing along various kinds of potency such as intellectuality, emotion, and spirituality as well. Spirituality aspect is considered the most important one for human – spiritual quotient is considered high level of intelligence. Children at early age who are studying at kindergarten must be equipped with stimuli to explore their potency including their spiritual quotient, so that they will have sufficient competencies to face their current and future lives. One of the ways to help them is through the utilization of developmental guidance. With this model, children are guided to recognize their problems and then to find the respective solution.

The successful achievement of kindergarten students' spiritual quotient lies on every one's shoulders, particularly teachers, parents, consultants and other parties – the stakeholders of education. If children have been given sufficient guidance from their early age, the existence of ideal generation may come up, that is generation who has high spiritual quotient.

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