

Education Institution Program and Children Psychosocial Crisis

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Abstract

Basically, educational institution program suits to the needs of each institution. And educational institution program is closely related to the needs of teachers, the number of students, facilities and infrastructure, financial possession, curriculum, learning strategies, guidance and counseling, educational supervision, and community relations. In the toddlerhood stage, the children seek to explore freedom as a process of self-discovery. Children have their own rituals to control and organize the environment. A big toddler has the motto "I can do it myself". When they do something positive, they develop a sense of autonomy. They imagine as people who can manage the situation well to meet their own needs. In the final stages of

toddlerhood, children can already experiment with autonomy, as a strong basis for self-confidence and the pleasure of being free. Toddlers keep struggling with activities until they can master them.

Keywords: education institution, children, psychosocial crisis, teacher, student

1. Introduction

Teacher needs must be programmed according to the number of students who want to be accommodated by educational institutions. Absolutely, it is very much related to the capacity of schools, the number of classrooms, and the financial needs. Teacher competency needs to be considered, how many teachers have met the qualifications to take part in teacher certification, and suitability with subject areas or subject teachers. Teachers who need additional education and training can be programmed to follow up. Teachers who have not yet participated in the teacher professional education program (PPG) need to be programmed, it wants to complete all the requirements needed to attend the PPG program. Teachers need to be trained to be able to draw up their own syllabus, and be able to draw up a lesson plan (RPP), and it is better to prepare a lesson plan suited to the Indonesian National Work Qualification (KKN). In the preparation of RPP which refers to KKNI, it is usually stated learning achievements or Performance Learning Outcomes (PLO), and for achievements in each meeting or face-to-face competencies or Course Learning Outcomes (CLO) have been formulated. It is also realized that the task and role of the teacher as a professional educator is very complex which is not only limited to the ongoing educational interaction in the classroom, but also serves as an administrator, evaluator, counselor, and other tasks in accordance with their competencies [1].

If it is about the management related to students, the school is responsible from the students entering until the students graduate at the school. Talking about students is talking about input and output of students in educational institutions. The number of students required must be adjusted to the number of available teachers, facilities and infrastructure owned, and other facilities that support the realization of the goals of educational institution. Student management is related to students process in studying at the educational institution [2]. The aim is to regulate the field of activity in the student field so that learning activities in schools can run in an orderly and smooth manner so that the learning objectives of the school are achieved. There are four basic principles in student management, namely:

1. students are treated as subjects and not as objects;
2. It must be realized that the condition of students is very complex, both from physical, intellectual, social, economic, and others;
3. students are only motivated to learn if they like what they are learning; and
4. all the potential students need to be developed, that is, cognitive, affective, psychomotor, and metacognitive.

Students should be given a more active role in various activities at school. They are not only as participants, but also as initiators of the implementation of an activity. They need to be involved in various decision making within certain limits so that the teacher and students are both subject [3]. This implies that students are expected to play an active, creative, and initiative role in the learning process at school.

School funding can be broadly grouped into three sources, namely:

1. Government, both the central, regional and district / city governments, or a combination, intended for educational purposes;

2. Parents or students;
3. Society, whether attached or not.

Meanwhile, in the use, the source of funds is divided into two, namely:

- a. budget for routine activities, namely salary, and daily operational costs at school; and
- b. budget for school development.

In addition, it is necessary to allocate funds for social interests, disasters, celebration day, and other unexpected budgets.

2. Educational Facilities and Infrastructure

Educational facilities and infrastructure are absolutely needed in the education process. Therefore, without educational facilities, the educational process will experience difficulties, and could even frustrate the implementation of education. Educational facilities in the form of equipment that are directly used in the learning process, such as buildings, classrooms, desks, chairs, and teaching media. The educational infrastructure in the form of facilities that indirectly support the course of the teaching process, such as: yard, School Park, parking area, garden, and the road to school. Management of educational facilities and infrastructure is tasked with regulating and maintaining educational facilities and infrastructure to contribute to the educational process in an optimal and meaningful way [4]. These management activities include planning, procurement, supervision, storage, inventory, deletion, and structuring activities. Educational facilities and infrastructure should be managed as well as possible, according to the following provisions:

1. Complete, ready to use at any time, strong, and durable;
2. Clean, tidy, beautiful, so comfortable, and airy;

3. Creative, innovative, responsive, and varied, so that it can stimulate the imagination of students; and
4. It has a special place of worship, the implementation of religious activities, for example a mosque and church.

Educational facilities and infrastructure have an important position in education management.

Public relation is an important field in educational institution. Society has a very important role to the existence, continuity, and even progress of educational institution. One of the determinant in developing an education institution is the community. This means that if you want an educational institution to advance rapidly, it should involve community parameters. Community trust is one of the keys to the progress of educational institution. If the community has believed in the educational institution, they will not only fully support by sending their children to the educational institution which will influence others to do the same, namely sending their children to the educational institution [5]. Society has a dual position, namely as an object and subject, both of them have a functional meaning for the management of educational institution [6]. When the educational institution is promoting prospective students or new students, the community is an object that is absolutely needed. Meanwhile, the community's response to the promotion places them as subjects who have full authority to accept or reject them [7]. The position of the community as a subject also occurs when they become users of graduates of these educational institutions. Therefore, the relationship must be very well managed [6].

In the implementation of learning, sometimes students have difficulty in learning so that guidance is needed from the school. Guidance is a systematic process of assistance provided by a supervisor or counselor to students as clients [7]. Guidance provided to clients, namely:

1. to understand himself;
2. to direct;
3. to solve the problems;
4. to adjust to the environment (family, school, community); and
5. to take advantage of the opportunities they have in order to develop themselves in accordance with their potential to be useful for themselves and the community.

3. Psychosocial Crisis

3.1 Autonomy of Shame and Doubt

Enforcement of a sense of autonomy during the toddlerhood period requires not only the efforts of the children, but extra help and patience from parents because by encouraging children on a task, parents hope to increase their sense of competence in the child [8]. If it fails and there is no encouragement or even too much criticism, then the child develops shame and self-doubt. The feeling of shame is very bad [8]. Feelings of self-confidence and feeling valuable are replaced by constant doubt process [9]. Children who have doubt can only get used if the risk of failure is very minimal [10].

3.2 Core Process (Imitation)

Toddlers seem to imitate everything they see, including for example the position of parents in the bathroom. Their vocabulary develops from the imitation of words from parents, television, and story books. Imitating behavior is a vehicle for learning [11]. The main motivation for

imitation during the toddlerhood stage is the motivation to master and to competence [12]. For example, in the exercise toddlers feel happy when they have fulfilled something that is considered important for their parents, namely being able to know the time, notify, and perform defecation activity [13]. Success increases children's self-confidence [9].

3.3 Anger Socialization

It is also the job of parents to accept children's anger expression and teach them how to control their anger. Children learn about anger expression through the example of their parents [14]. Children are conditioned about the reasonableness to have anger, but the most important thing is to learn to control the anger [15].

The development of autonomy requires an environment for total acceptance of children, including their anger. Thus, the psychosocial crisis of autonomy towards shame and doubt arises and is resolved during the ages of 2-4 years old, where this period is dominated by the children's need for self-expression and mastery. Self-doubt is the result of experiences of failure and unworthiness [10]. The mechanism for achieving a strong sense of autonomy is the development of competencies in various skills. Imitation becomes the main tool for learning skill in this stage [16]. Examples of bowel training, independence and socialization from aggression provide tension evidence between personal freedom and cultural constraint. In this regard, there are two themes about research investigation that provide a glimpse of the interest of the social environment, which are as follows [17]. First, the role of communication in the socialization process and the relationship between language and concept formation help children to determine themselves and their relationship with the social environment [18]. Secondly, different strategies of parental discipline affect the psychological development of the child [11].

The role of communication in the socialization process becomes important. The function of language for toddlers is first, language is more concrete, more specific, more efficient (powerful) the children than for adults. Second, the impact of parental communication on children's cognition and the way parents choose interactions with children in specific fields of life stimulates verbal interactions that tend to change children's interpretations of social roles [12], their learning techniques and conceptualizations about their position in the constellation of family group.

3.4 Various of Disciplinary Techniques

Parental discipline can be categorized in three dimensions as follows.

1. Warmth / hostility.
2. Restrictiveness / permissiveness.
3. Calm detachment / anxious emotional involvement.

Discipline practice is divided into two categories as follows.

1. Power assertive discipline:
 - a. Physical punishment;
 - b. Shouting;
 - c. Threat of punishment.
2. Psychological discipline:
 - a. Love-withdrawal and guilt;
 - b. Inductions.

4. Conclusion

Counseling is a face-to-face relationship between counselors with clients in order to help clients to achieve their goals. In this case, counseling is the core activity and one of the main techniques in guidance. It can be said that all counseling is a guidance activity, but not all counseling activities are included in the counseling. A good educational institution must provide guidance and counseling. The implementation of guidance and counseling must be based on the following principles: (1) the principle of confidentiality; (2) the principle of volunteerism; (3) the principle of openness; (4) the principle of independence; (5) the present principle; (6) the principle of dynamism; (7) the principle of cohesiveness; (8) principle of expertise; (9) the principle of tut wuri handayani; (10) principles of activities; and (11) the principle of the transfer of cases. Basically, guidance and counseling is an assistance effort to show optimal human development, both in groups and individually according to the nature of humanity with various potentials, strengths and weaknesses, and problems. In guidance and counseling services, the principles used is philosophical studies resulting from research and practical observations about human nature, development, and human life in their socio-cultural context, objectives, functions, and the process of organizing guidance and counseling.

Educational supervision is needed in the implementation of education which means that in every educational institution, there must be educational supervision. Supervisors are tasked with overseeing, fostering, directing, and developing all the academic community that takes place at school. All the interests of school administration start from the acceptance of prospective students / students, placement of new students, curriculum development, placement of educators, adjusted to their respective expertise. Likewise the development and procurement of school facilities and infrastructure, school administration, school interaction with the community,

cooperation with the field of educational development with all parties, etc., are the core of the scope of education supervision.

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