JPB JURNAL PENGABDIAN BANGSA
Vol 5 No 1 Year 2026, pp. 1 - 6 | ISSN: 2964-1772 | DOI: https://doi.org/ 10.61992/jpb.v5i1.311
Received: 18 January 2026 | Revision: 20 January 2026 | Accepted: 22 January 2026

IMPLEMENTATION OF KINDERGARTEN CHILDREN'S GUIDANCE SERVICES BASED ON ACTIVE PLAY IN PHYSICAL EDUCATION AND DIGITAL TECHNOLOGY

Dwi Adhinda Junaidi Putri [1] , Tawakal [2]

[1] Universitas Almuslim
[2] Universitas Bina Bangsa Getsempena

Corresponding Author : adhindadwi@gmail.com

Abstract

This community service activity aims to implement a guidance service model for kindergarten children through active play based on physical education and supported by digital technology at TK IT Peusijuk Hate. This program was initiated due to the limited integration of guidance services, physical activity, and technology in early childhood education. The implementation employed training and mentoring approaches for teachers, combined with active play activities designed according to children's developmental needs. Data were collected through observation, interviews, and documentation. The results indicate that the implementation of active play-based guidance services supported by digital media improves children's social-emotional development, participation, and self-regulation. In addition, teachers at TK IT Peusijuk Hate showed increased competence in integrating guidance principles into physical education activities. In conclusion, the program effectively strengthens guidance services for kindergarten children through the integration of physical activity and digital technology.

Keywords: Guidance Services, Active Play, Physical Education, Digital Technology, Kindergarten

INTRODUCTION

Early childhood education plays a strategic role in shaping children's social-emotional development, adaptive behavior, and learning readiness. At the kindergarten level, guidance services are directed toward helping children recognize emotions, develop social skills, and form positive behavior through approaches that are appropriate to their developmental characteristics (Rahman, 2021). Guidance services for kindergarten children are not therapeutic in nature but are preventive and developmental; therefore, they need to be naturally integrated into daily learning activities.

In the context of early childhood education, guidance services are increasingly viewed as an integral component of holistic child development rather than as an additional or separate intervention. Contemporary perspectives emphasize that guidance at the kindergarten level should focus on fostering emotional awareness, social competence, and positive behavioral habits through everyday learning experiences (Yuliana, 2021). Such an approach ensures that guidance services are aligned with children's developmental stages and learning characteristics. A number of studies indicate that developmental guidance services integrated into play activities are able to improve emotional regulation and social interaction skills among young children. A study by Suryani (2022) emphasizes that play-based approaches in guidance services provide meaningful learning experiences because children learn through concrete and enjoyable activities. Similarly, Setiawan (2022) explains that guidance programs embedded in experiential and play based learning environments are more effective in supporting children's

JPB JURNAL PENGABDIAN BANGSA
Vol 5 No 1 Year 2026, pp. 1 - 6 | ISSN: 2964-1772 | DOI: https://doi.org/ 10.61992/jpb.v5i1.311
Received: 18 January 2026 | Revision: 20 January 2026 | Accepted: 22 January 2026

emotional security and social adjustment. However, in many kindergarten settings, guidance services are still implemented implicitly and have not yet been systematically designed.

Physical education through active play represents a relevant and effective approach to supporting guidance services for kindergarten children. Active play activities not only contribute to the development of gross motor skills but also encourage cooperation, discipline, and self-control. Research conducted by Hidayat (2023) demonstrates that game-based physical activities can significantly enhance social skills and self-confidence in early childhood. In addition, Ramadhan (2023) highlights that structured active play activities promote empathy, teamwork, and behavioral self-regulation, making physical education a suitable medium for delivering developmental guidance.

Alongside physical activity, the rapid development of digital technology opens new opportunities for innovation in early childhood guidance services. Interactive digital media such as learning videos, movement animations, and simple applications can be used as stimuli to increase children's engagement in active play activities. According to Prasetyo (2024), the appropriate use of digital technology in early childhood education can enhance learning motivation and enrich learning experiences without diminishing direct interaction between teachers and children. Wicaksono (2024) further notes that digital media can support teachers in structuring activities and providing consistent behavioral guidance when used in a developmentally appropriate manner.

The integration of guidance services, physical education, and digital technology is increasingly important in responding to the demands of education in the digital era. Early childhood institutions are expected to prepare children not only physically and cognitively but also socially and emotionally. Khasanah (2025) argues that innovative and integrative guidance models are essential to address the complex developmental needs of children growing up in technology-rich environments. Nevertheless, despite growing theoretical and empirical support, the implementation of such integrated models in kindergarten settings remains limited, particularly in integrated Islamic educational institutions.

Therefore, this community service program focuses on the implementation of guidance services for kindergarten children through active play based on physical education and supported by digital technology at TK IT Peusijuk Hate. By integrating guidance principles, active physical play, and digital media, this program aims to offer a contextual, innovative, and sustainable model of guidance services that supports children's social-emotional development and aligns with the developmental needs of young children in the digital era (Anisa, 2025).

RESEARCH METHODS

This community service activity employed a participatory and descriptive approach through training and mentoring to implement guidance services for kindergarten children through active play based on physical education and digital technology. This approach was selected because participatory methods enable active involvement of teachers in designing, implementing, and reflecting on guidance practices that are contextually relevant to early childhood education settings. According to Rahman (2021), participatory approaches in community service programs are effective in improving teacher ownership and sustainability of implemented programs.

JPB JURNAL PENGABDIAN BANGSA
Vol 5 No 1 Year 2026, pp. 1 - 6 | ISSN: 2964-1772 | DOI: https://doi.org/ 10.61992/jpb.v5i1.311
Received: 18 January 2026 | Revision: 20 January 2026 | Accepted: 22 January 2026

The program was conducted at TK IT Peusijuk Hate, involving kindergarten teachers as the main participants, while children served as indirect beneficiaries. The selection of teachers as primary participants aligns with the view of Suryani (2022), who emphasizes that teacher competence plays a central role in the successful implementation of developmental guidance services for young children.

The implementation process was carried out in several systematic stages. The first stage was a needs analysis, conducted through preliminary observations and informal interviews with teachers to identify existing guidance practices, physical activity routines, and the extent of digital technology use in learning activities. This stage was essential to ensure that the developed program addressed actual needs and challenges in the school context, as highlighted by Hidayat (2023) in his study on school-based guidance program development.

The second stage involved the development of active play guidelines, which were designed by integrating principles of guidance and counseling, physical education activities, and age-appropriate digital media. The activities emphasized motor development, emotional expression, cooperation, and self-regulation through structured play. The integration of physical activity and guidance objectives is consistent with findings reported by Prasetyo (2024), who notes that active play-based physical education can serve as an effective medium for fostering children's social-emotional skills.

The third stage consisted of teacher training, focusing on the conceptual understanding of developmental guidance services, the pedagogical role of active play in physical education, and the utilization of digital technology such as instructional videos and simple interactive media. Training sessions were conducted using discussions, demonstrations, and hands-on practice. Anisa (2025) suggests that training models combining theory and practice are particularly effective for early childhood educators, as they facilitate immediate application in classroom contexts.

The fourth stage was mentoring and implementation, during which teachers applied the developed active play-based guidance activities in classroom and outdoor learning environments. The service team provided guidance and feedback throughout the implementation process to ensure fidelity to the program design. Continuous mentoring is considered crucial for reinforcing teacher confidence and consistency, especially when integrating new approaches and technologies into daily practice (Rahman, 2021).

Data collection techniques included observation, interviews, and documentation. Observations were conducted to examine children's participation, social interaction, emotional responses, and engagement during active play activities. Semi-structured interviews with teachers were used to gather insights into their perceptions of the program's practicality and effectiveness. Documentation consisted of photographs, activity logs, and learning materials utilized during the implementation process. The use of multiple data collection techniques supports data triangulation, which enhances the credibility of qualitative findings (Suryani, 2022).

The collected data were analyzed using descriptive qualitative analysis. The analysis focused on identifying patterns of behavioral change in children, improvements in teacher understanding, and the overall effectiveness of integrating guidance services with physical education and digital technology. Descriptive qualitative analysis is appropriate for community

JPB JURNAL PENGABDIAN BANGSA
Vol 5 No 1 Year 2026, pp. 1 - 6 | ISSN: 2964-1772 | DOI: https://doi.org/ 10.61992/jpb.v5i1.311
Received: 18 January 2026 | Revision: 20 January 2026 | Accepted: 22 January 2026

service studies aiming to capture contextual changes and practical outcomes rather than statistical generalization (Hidayat, 2023; Anisa, 2025).

RESULTS AND DISCUSSION

Implementation of Active Play-Based Guidance Services

The implementation of guidance services through active play based on physical education and digital technology was carried out at TK IT Peusijuk Hate over several mentoring sessions. The activities were designed to integrate guidance objectives such as emotional regulation, social interaction, and adaptive behaviour into structured physical play supported by digital media. Digital technology was utilized in the form of short instructional videos and visual cues to guide movement activities and reinforce positive behavior.

Figure 1. Implementation of Active Play Based Guidance Activities at TK IT Peusijuk Hate

During the implementation, children showed high levels of enthusiasm and engagement in active play sessions. The integration of digital media helped teachers deliver instructions more clearly and maintain children's attention throughout the activities. This finding supports Rahman (2021), who states that active play combined with visual stimuli can enhance children's focus and participation in guidance oriented activities.

Changes in Children's Social Emotional Behavior

Observational data indicated positive changes in children's social-emotional behavior after participating in the active play-based guidance activities. Improvements were particularly evident in cooperation, emotional expression, and self-control during group activities. These results align with Suryani (2022), who found that play-based guidance interventions contribute significantly to the development of social competence in early childhood. To illustrate the observed changes, the results are summarized in Table 1.

Table 1. Observation Results of Children's Social-Emotional Development

Indicator Observed	Before Implementation	After Implementation
Participation in group activities	Low–Moderate	High
Emotional expression	Limited	More expressive
Cooperation with peers	Inconsistent	More consistent
Self-control during play	Low	Improved

JPB JURNAL PENGABDIAN BANGSA
Vol 5 No 1 Year 2026, pp. 1 - 6 | ISSN: 2964-1772 | DOI: https://doi.org/ 10.61992/jpb.v5i1.311
Received: 18 January 2026 | Revision: 20 January 2026 | Accepted: 22 January 2026

The table shows an overall improvement across all observed indicators following the implementation of the program. Active play activities provided children with opportunities to practice turn-taking, cooperation, and emotional expression in a supportive environment. Hidayat (2023) emphasizes that physical education activities designed as cooperative games can effectively foster social-emotional skills in young children.

Teacher Response and Program Effectiveness

Teachers at TK IT Peusijuk Hate reported positive responses toward the implementation of the program. Through training and mentoring, teachers demonstrated increased understanding of how guidance principles can be embedded into physical education activities. The use of digital technology was perceived as helpful in organizing activities and motivating children.

Interview data revealed that teachers found the active play guidelines practical and adaptable to daily learning routines. This finding is consistent with Prasetyo (2024), who notes that digital-assisted physical education activities support teacher creativity and instructional efficiency in early childhood settings. Furthermore, Anisa (2025) highlights that mentoring-based community service programs are effective in improving teacher competence and confidence when introducing innovative learning approaches.

Integration of Guidance Services and Physical Education

The integration of guidance services with physical education through active play proved to be an effective approach for supporting holistic child development. Active play served as a medium for delivering guidance messages related to behavior, emotions, and social interaction in a natural and enjoyable manner. Digital technology functioned as a supporting tool that enhanced clarity and engagement without replacing direct teacher–child interaction.

These findings reinforce the perspective that guidance services at the kindergarten level should be developmental and embedded within daily learning activities rather than delivered as separate interventions. Similar conclusions were drawn by Rahman (2021) and Suryani (2022), who argue that integrated guidance models are more suitable for early childhood education contexts.

Discussion Summary

Overall, the results demonstrate that implementing guidance services for kindergarten children through active play based on physical education and supported by digital technology has a positive impact on children's social-emotional development and teacher competence. The integration of guidance principles into physical play activities enables children to learn behavioral regulation, cooperation, and emotional expression in a natural learning context. This finding is in line with Rahman (2021), who emphasizes that developmental guidance for early childhood is most effective when embedded in daily learning activities rather than delivered as isolated interventions.

Furthermore, the use of active play as a medium for guidance services aligns with contemporary perspectives in physical education for early childhood. Hidayat (2023) explains that structured physical activities designed as cooperative games provide meaningful opportunities for children to practice social interaction and self-control. In this program, playing activities were not only aimed at improving motor skills but also intentionally structured to convey guidance messages, thereby supporting holistic child development.

JPB JURNAL PENGABDIAN BANGSA
Vol 5 No 1 Year 2026, pp. 1 - 6 | ISSN: 2964-1772 | DOI: https://doi.org/ 10.61992/jpb.v5i1.311
Received: 18 January 2026 | Revision: 20 January 2026 | Accepted: 22 January 2026

The integration of digital technology also played a significant supporting role in the implementation of guidance services. Digital media such as instructional videos and visual movement cues helped teachers deliver instructions more clearly and maintained children's attention during activities. Prasetyo (2024) notes that appropriate use of digital technology in early childhood education can enhance learning engagement without reducing direct interaction between teachers and children. This was evident in the increased participation and enthusiasm observed during active play sessions at TK IT Peusijuk Hate.

In addition, the mentoring-based approach adopted in this community service activity contributed to improved teacher competence and confidence. Teachers were able to understand and apply guidance concepts more effectively when supported through continuous mentoring rather than one-time training. This finding supports Anisa (2025), who argues that sustainable professional development for early childhood educators requires ongoing assistance and reflective practice, especially when introducing innovative and technology-supported learning approaches.

Overall, the findings of this study reinforce the importance of integrating guidance services, physical education, and digital technology in kindergarten settings. Such integration provides a practical and contextually relevant model for strengthening guidance services that respond to the developmental needs of children in the digital era. These results contribute to the growing body of literature on innovative guidance practices in early childhood education, particularly within the context of community service programs (Suryani, 2022).

CONCLUSION AND SUGGESTIONS

The implementation of guidance services for kindergarten children through active play based on physical education and supported by digital technology at TK IT Peusijuk Hate has proven to be effective in supporting children's social emotional development and enhancing teacher competence. The integration of guidance principles into structured physical play activities enables children to develop emotional regulation, cooperation, and positive behavior in a natural and enjoyable learning environment. The use of digital technology further strengthens the implementation process by increasing children's engagement and supporting teachers in delivering clear and consistent instructions.

This community service program demonstrates that guidance services at the kindergarten level are most effective when implemented through developmentally appropriate approaches that integrate physical activity and technology. Active play based on physical education provides a meaningful context for delivering guidance messages, while digital media serve as a supportive tool that enhances learning without replacing direct teacher child interaction. The findings confirm that an integrated approach can strengthen the quality of guidance services in early childhood education settings.

Based on the results of this program, it is recommended that kindergarten institutions adopt active play-based guidance services as part of their regular learning activities. Teachers are encouraged to continue developing creative and safe physical play activities supported by appropriate digital media. Future community service or research activities may focus on expanding this model to different kindergarten contexts, developing more interactive digital guidance media, and examining the long-term impact of active play-based guidance services on children's development.

JURNAL PENGABDIAN BANGSA
Vol 5 No 1 Year 2026, pp. 1 - 6 | ISSN: 2964-1772 | DOI: https://doi.org/ 10.61992/jpb.v5i1.311
Received: 18 January 2026 | Revision: 20 January 2026 | Accepted: 22 January 2026

JPB JURNAL PENGABDIAN BANGSA
Vol 5 No 1 Year 2026, pp. 1 - 6 | ISSN: 2964-1772 | DOI: https://doi.org/ 10.61992/jpb.v5i1.311
Received: 18 January 2026 | Revision: 20 January 2026 | Accepted: 22 January 2026

REFERENCES

Rahman, A. (2021). Guidance and Counseling in Early Childhood Education. Jakarta: Prenada Media Group.

Yuliana, L. (2021). Early Childhood Guidance and Development. Bandung: Remaja Rosdakarya.

Khasanah, U. (2025). Innovative Guidance Models for Early Childhood in the Digital Era. Yogyakarta: Deepublish.

Suryani, D. (2022). Play-Based Guidance Services to Enhance Social-Emotional Development in Early Childhood. Journal of Early Childhood Education Studies, 7(2), 115–126.

Setiawan, R. (2022). Developmental Guidance Programs Embedded in Play-Based Learning Environments. Journal of Guidance and Counseling Research, 5(1), 45–56.

Hidayat, M. (2023). Game-Based Physical Activities and Social Skills Development in Early Childhood. Journal of Physical Education and Sport Pedagogy, 10(1), 33–42.

Ramadhan, F. (2023). Active Play in Early Childhood Physical Education: Implications for Behavioral Self-Regulation. International Journal of Early Childhood Physical Education, 4(2), 78–88.

Prasetyo, A. (2024). Integrating Digital Technology in Early Childhood Physical Education Learning. Journal of Educational Technology Development, 12(1), 21–30.

Wicaksono, D. (2024). Digital Media Utilization for Behavioral Guidance in Kindergarten Classrooms. Journal of Early Childhood Learning Innovation, 6(2), 90–101.

Anisa, N. (2025). Teacher Mentoring Models for Technology-Supported Guidance Services in Early Childhood Education. Journal of Community Service and Education, 9(1), 1–11.

Republic of Indonesia. (2022). Guidelines for Holistic Integrative Early Childhood Education. Jakarta: Ministry of Education, Culture, Research, and Technology.