

Muchtar et al., 2016

Volume 2 Issue 1, pp. 508-522

Date of Publication: 13th December, 2016

DOI- <https://dx.doi.org/10.20319/pijss.2016.s21.508522>

This paper can be cited as: Muchtar, H. S., Yanuarsari, R., & Lestari, Z. W., (2016). Early Childhood's Teachers' Performance in Implementing Development Achievement Level Standard. PEOPLE: International Journal of Social Sciences, 2(1), 508-522.

This work is licensed under the Creative Commons Attribution-Non-commercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

EARLY CHILDHOOD'S TEACHERS' PERFORMANCE IN IMPLEMENTING DEVELOPMENT ACHIEVEMENT LEVEL STANDARD

Hendi Suhendraya Muchtar

Universitas Islam Nusantara, Bandung, Indonesia

hendisuhendraya@uninus.co.id

Revita Yanuarsari

Universitas Islam Nusantara, Bandung, Indonesia

revitayanuarsari@uninus.co.id

Zubaedah Wiji Lestari

Universitas Islam Nusantara, Bandung, Indonesia

revitayanuarsari@uninus.co.id

Abstract

The increase of public awareness on the importance of Early Childhood Education (EDC) signed by numbers of establishment on non-formal early childhood institutions organized by society. However, this situation is not in accordance with the existence of sufficient qualified teachers. The aim of this study is to describe and inform early childhood education teachers' performance. The method used in this study is descriptive analytic method. The data collection

techniques are interviews, observations, and documentation study. The participant were chosen purposively, they were two managers and three early childhood teachers. From the findings, it was found that most of early childhood teachers performance were still not optimum. It was happened due to misperceptions of early childhood teachers in developing curriculum. The finding shows that: 1) lesson plan, method and instructional media development were arranged inappropriately 2) the syllabus was only made in form of daily and weekly planning, 3) the ratio between teachers and children were imbalance, 4) teachers were pay more attention on the final result, and 5) teachers emphasize on the development of basic skills. From those findings, it can be concluded that mostly the barriers faced by early childhood teachers largely influenced by external factors.

Keywords

Early Childhood, Teachers' Performance

1. Introduction

Human Resource is the main asset of an organization that became active planners and perpetrators of each organization's activities. Human Resource needs to be developed continuously in order to obtain qualified human resources, not only clever, but meets all qualitative requirements demanded by field work.

According to Sedarmayanti (2001:27) on micro level, in working unit environment, human resource is an employee in organization that has important role in achieving success. In education, the most important human resource is teachers. Teachers' role is as the spearhead in the implementation of the learning process and the achievement of quality learning outcomes. Teacher has an essential role and function in implementing learning process that resulted in a balanced cognitive, affective, and psychomotor development. In building a quality education, the most important thing is not to build infrastructure, but must be with efforts to improve the quality of teaching and learning. It consists of fun, entertaining, and educating learning process, which can only be done by qualified teachers. Mas'ud as cited by Daeng (2010: 101) elaborates that there are three basic components that must be owned by teachers, namely: comprehend teaching materials, enthusiasm, and sense of loving in teaching.

Teacher plays strategic role especially in their efforts to develop national character through children personality and their character development. The teacher's role is still dominant eventhough learning technology developed so rapidly. There are dimensions in the educational process, in term of learning process, that teachers cannot be replaced by technology.

In Indonesian context, early childhood education's teacher served numerous kinds of services both in formal and informal education, such as early childhood education, playgroup, daycare, and early childhood education under Ministry of Religion. In early childhood education, the planning program was arranged by the teachers. The planning program consists of objectives of the learning program, content and program management which are arranged in weekly learning program and daily learning program. The implementation of the program shows the process of education, children care and protection that are designed based on children age, children development characteristics and types of early childhood services.

In the learning process within early childhood education there are several factors that can support its success. The factors among others: teachers ability to plan learning activities program, to provide instructional media, to prepare the students condition, to maximize the use of facilities and infrastructure, and to arrange children learning's frequency based on children environment.

To enhance good performance teachers must look inward in order to achieve better performance. Teacher must work according to their position, their portions, and their job description respectively. To make it happen, early education management must take part within the process as they could control and provide certain technique to increase and maintain the quality of the teachers.

Figure 1 shows the support from many factors to succeed early childhood education in Indonesian context.

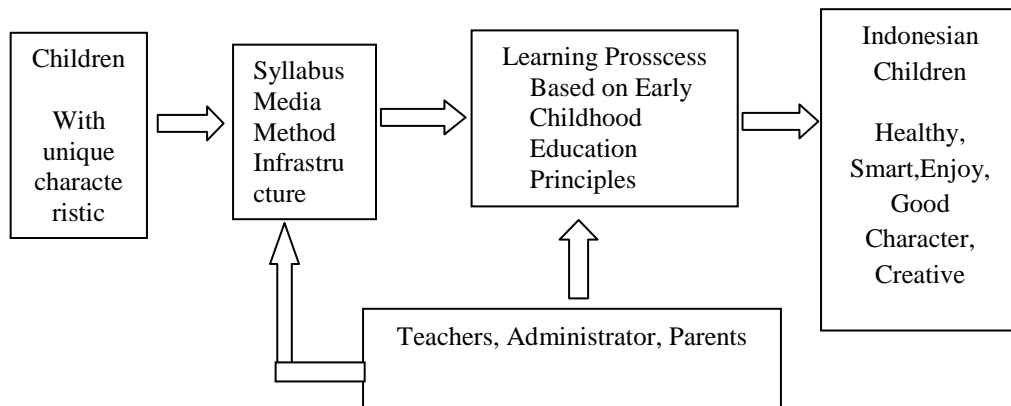


Figure 1: *Early Childhood Education Learning Pattern*

Based on the pattern on Figure 1 it could be seen that to succeed early childhood education many factors should support the program.

Nowadays, in Indonesia there are numbers of establishment on non-formal early childhood institutions organized by society. Unfortunately, early childhood education services provide by private institution still limited on certain sosial economic status so that not all Indonesian children got this services. However, there are some problems within the administration of early childhood education. Some of the problems among others concerning the human resources skills, lack of facilities and equipment, lack of cooperation with various institution, parents economic limitations and inequalities of access to early childhood education.

Since teachers play important role in educational setting, this study aim to investigate early childhood education teachers' performance in implementing the development achievement level standards in Bandung Regency. Hopefully, this study would be beneficial for some reasons.

For theoretic reason, hopefully the study can give more knowledge, especially in the development of informal early childhood education. For practical reason, hopefully the study will obtain objective data about early childhood education problems, particularly those related to teacher performance. Furthermore, this study would be beneficial as preliminary information and input for parties involved in conducting further research as an effort to develop early childhood education in accordance with children development characteristics.

1.1 Theory, Approach, Methods, Techniques and Data Sources

Performance is the quality and quantity of a work (output) of individuals and groups in a specific activity caused by natural abilities or capabilities acquired from the learning process as well as the desire to excel. Good performance is a performance that follow the procedure or procedures according to the established standards that have been set. Mangkunagara (2010) states that "Factors that affect performance include: a. Ability factors, psychologically employee ability consists of competence and their education. Therefore, employees need to be placed in accordance with their expertise, b. Motivation factors, motivation is formed from attitude of an employee towards working situation.

Mc Ahsan (1981: 45), as cited in Mulyasa (2003: 38) elaborates that "Competency defined as the knowledge, skills, and abilities possessed by someone so they can do their best cognitive, affective, and psychomotor behavior. In recent years, the development of early childhood education is getting popular and move forward in accordance with society development. Nowadays, public awareness on the importance of early childhood education is increasing. This is evidenced by the establishment of early childhood in society, so that it provides more access for the public.

Early childhood is a child in the age range from birth to six years. This period is a time to establish the formation and behavior of basic capabilities. Therefore, appropriate conditions and stimulation are required to achieve maximum children growth and development. Some experts found that in children brain there is a mechanism that can be activated at the right time, but it will be difficult to be activated again, although with the same stimuli, if the time is not appropriate.

Children who get right stimulation in developing both sides of their brain at the right time will gain a thorough readiness when they enter primary school. In addition Macron in Solehudin (2013) explains that "the failure of the initial study will become indicator for failure to learn in subsequent classes. Similarly, early learning mistake could become a barrier for further learning process". Children development takes place on an ongoing basis which means that the level of development achieved in one phase is expected to increase both quantitatively and qualitatively in the later stages. The process of development is series of changes that took place following

regular and predictable pattern. It is influenced by experience (learning process) and maturity as internal factor. Level of achievement illustrates the expected growth and development of children that should be achieved at a certain age range.

Child development is an integration of their understanding on religious values and moral, physical, cognitive, language, and social-emotional. In order to achieve an optimal level of development, the involvement of parents and adults are required. It help to provide a stimulus that is comprehensive and integrated that includes education, upbringing, health, nutrition, and protection provided consistently through habituation.

From the explanation above, it can be concluded that in early childhood education appropriate treatment towards children development is obligatory. For that reasons it is compulsory for the early childhood education to fulfill some characteristics as they also have responsibility to maximize children development.

To capture early childhood education teachers' performance, in this study researchers choose qualitative descriptive analytic method as a research method that. By using this method the study is attempt to describe a social phenomenon. In other words, this study aims to describe the nature of something that is ongoing at the time of the study, and tend to use inductive analysis approach.

Data collection techniques in this research are interviews, observations, and documentation study. In this research, interviews were conducted to obtain information relating to opinions, aspirations, expectations, perceptions, desires and beliefs of teachers by asking questions directly to them. The researchers conducted interviews with managers and teachers of play group in West Bandung regency. Interviews were done to explore their opinion about the performance of early childhood teachers in implementing Standards Achievement Level Developments as an effort to build early childhood education quality through the improvement of teaching and learning quality process.

In this study observations were done to obtain the secondary data which supports the result of the interviews. The observations were conducted properly and naturally without trying to regulate or influence so that it may be affect to the results of the study. Furthermore, documentation study were also done as the complement to the implementation of interviews and

observation. The results of observations and interviews, will be more credible if it is supported by the documents that relevant to the focus of research.

1.2 Discussions of the Results

The findings of this study are the summary of the results of interviews with informants, direct observation to an institution that is supported by the study of documentation, especially which related to the performance of early childhood teachers. It is start from the process of creating lesson plans, implementing the learning process, and assessing children learning outcomes. Moreover the results also show the performance of teachers in facilitating children growth and development, and reveal the obstacles faced by teachers in planning learning activities which appropriate to the children's development level.

2. Teachers' performance in developing lesson plans based on age groupings

Playgroup is one of the fields of early childhood education through non-formal education which provides education services for 2-4 years old child. Based on the result of the interviews time allocation of learning activities undertaken by playgroup agencies is 5 times a week with the time duration of 150 minutes each day. Referring to early childhood education standards, especially the standards of content, the activities service for 2-4 years old child should only took two meetings a week of 180 minutes for each meeting. Or it also can be held three meetings each week of 120 minutes for each meeting. Whereas, the service for 4-6 years old child of non-formal early childhood education are three meetings each week with time duration of 180 minutes for each meeting. The violation towards time allocation of learning activities in early childhood education can be caused by insufficient knowledge of teacher and administrator.

Early childhood's teacher is not a field that can be underestimated, because it requires people who are competent to educate early childhood. Therefore, early childhood's teachers need to have educational background which related to early childhood education in order to teach well and can maximize children's potentials. But in fact, from the observation it can be seen that with the rapid increase of early childhood education established by the community, the teacher's quality still not fulfill the requirement.

From the observation it was found that although the teacher have follow the training about early childhood education, their competencies mostly only practical sciences. This practical science among other such as mastery of the technique of folding paper, memorize variety of children songs and dancing, without reinforced by the knowledge of developmental psychology, especially how to deal with early childhood. The limited competence owned by playgroup's teachers affect the process of arranging lesson plan. They find it difficult to describing and translating the language of curriculum into the language of activity. Minimum understanding about early childhood education standard as a reference in arranging lesson plan it strongly affects to the results of planning which is not maximum as expected, so it seems that it was made carelessly.

According to the Government Regulation Number 16-2007 about technical guides of the play group implementation issued by Ministry of Education and Culture (2012) about the academic qualification standards and competencies of the teacher, there is minimum qualifications requirements for early childhood education teachers of formal and non formal education. Early childhood teacher must have bachelor degree (*SI*) or diploma degree (*D4*) of education or children psychology department. For those who do not fulfill the competence and academic qualifications above, they were considers as teachers' assistance and care givers.

Early childhood teachers are professionals whom in charge in planning, implementing the learning process, assessing the learning outcomes, and do a guiding, caring and protecting the students. Early childhood education teachers have to teach in accordance with the curriculum which refers to standard of Early Childhood Education. Early childhood teachers should also have the ability in developing and describing the curriculum into the learning activities. To organize the learning activities in early childhood, it is required careful planning by considering the child's development level.

Weekly planning should consists of elaboration of the semester plan which contains many activities in order to achieve the indicators that have been proposed in a week. It should be in accordance with the extent of themes and sub-themes discussion. From the observation it was found that the weekly planning which has been made still using the indicators language. Whereas, in arranging weekly planning, it should use the language in form of activities language,

in other words, it is no longer using the indicators language. From the observation it was found that weekly planning were arranged in form of group learning models with the components below :

- Themes and sub-themes.
- Time Allocation.
- Groups which are in accordance with age grouping, A or B.
- Field development and its activities.

The step in planning development is already systematic, those are as follows:

- Choosing theme and sub-themes
- Determining the activities in accordance with the development of religious and moral values, social emotional, language, cognitive, and physical.
- Creating matrix relationship between themes, field development, and activities in form of spider web.
- Determining the implementation of activities in a week.

The observations also found that: 1) daily planning which is the elaboration of the weekly planning consists of learning activities in one day that systematically integrated all the development fields, whether individual, groups or classical, 2) daily planning which arranged by the playgroup's teachers was made only one for two study groups with different age groupings, 3) the activities for all themes for a year were already available and when it will carry out the teachers only have to choose in accordance with the theme 4) groups' identity, day and date were written by pencil, as its shows the inconsistency in arranging a lesson plan At the end teacher more often conducting writing activities and doing the activities which are available in the textbooks.

However, in arranging daily planning, the activities has been divided systematically which consists of:

- a. Pre-activities/opening
- b. Core activities
- c. Break/eat

d. Post-activities/closing

The components of daily planning which arranged by playgroup's teachers were already included the day, date, time, indicator, learning activity, tools/learning resources, developmental assessment of students, and the character value. However, the material that used as source in arranging the daily planning is highly dependent on the textbooks. Tools/learning resources that used were mostly use the textbooks, magazines and tools which made by the manufacturer. Moreover it was rarely to find learning activity materials that were made by the teacher as a result of creativity who are able to develop and stimulate the children to learn.

Concerning that early childhood is an age which is in time of infancy and proceed very rapid development, the planning of learning activities should be designed to give more opportunities for children to explore through play activities. It should not only emphasizes in developing the basic capabilities but also have to develop the formation of behavior which appropriate with the stage of early childhood development that was given through the planting of habituation.

3. The implementation of learning activities process

The process of learning is an educational interaction between educators and learners. The learning process is the realization of the daily lesson plan that had been arranged previously. From the observations and the interview researcher found some weaknesses on the teaching learning process. It was found that the prominent activity in the learning process on core activities was the use of magazines and textbooks as a learning media. Children are required to complete all the activities "perfectly". Moreover it was found that even in pursuing the target of indicators achievement, teachers help in doing their children's work and finish their works, not guiding them. At the end, the learning process was centered on the teacher. The situation above will not happen if the teachers understand the relationship between developmental psychology with early childhood education learning process. Teacher will appreciate and serve their students with different abilities wisely.

The principles of learning in early childhood education, especially in play group, basically to guiding and support the children to develop their whole intelligence. Unfortunately,

from the observation it was found that in practice, the children tend to be given the task to be done and completed independently without given the guidance and reinforcement. Another fact was the teachers gave homework every day in the form of writing letters or numbers, even a matter of count that must be done by the child, unconsciously teachers had steal and robbed the children's right who still have the need to play and rest.

In some meetings, the post-activity is closing activity which undertaken to end the activities. In this activity the children experience a little "fun time" which appropriate with their world. At the post-activity the teacher gives free activities for children to express their feelings. Children were invited to sing a song accompanied by musical instruments, and children were invited to play a role in accordance with their wishes. Santrock and Yussen in Solehudin (1997) elaborate that early childhood is a time with highly eventful and unique period of life that laid the foundation of someone's life in the future. Adult personality is determined by the ways of solving the conflict between the beginning pleasure sources with the demands that it will never be replaced by a reality in childhood, and believes that the experience of early learning will never be replaced by the next experiences, unless if it modified.

4. The assessment carried out by the teacher

Assessment is a series of observation activities, recording and data processing of children development by using appropriate methods and instruments. Report of assessment results is summary of the growth and children development that reported in form of short analysis description of each development aspects (religious values and morality, physical and motoric, cognitive, language, social and emotional). It was arranged as objective as possible through the process of collecting and processing information to determine the level of child achievement development which includes: the techniques of assessment, the scope of assessment, the process of assessment, results management, and the follow-up.

The techniques of assessment include observation, assignments, performance, recording anecdotes, conversation or dialogue, parents' report, documentation of children's work (portfolio), and description of the children's profile. The scope of assessment covers all levels of the students' achievement development, including the data about health status, care, and

education. Assessment of learners is intended to measure the changes capability of the children itself, either periodically during the learning progress (formative) or at the end of the learning activities (summative). The assessment during the learning progress matched with the theme or sub theme which had been studied, while the assessment at the end of the learning activities related to the overall assessment from the learning program which followed by the children.

5. Teacher's performance in facilitating the growth and the children development

Early childhood education has the main function to develop all aspects of child development, including the development of moral values and religion, cognitive, language, physical (rough and fine motoric), social and emotional. The child gets stimulation and opportunities, and great opportunities to develop the whole potential. There is a very strong relationship between the development which experienced by the early childhood with their success in later life. Children who live in a rich interaction environment by using good and right language, either at home or school environment, will hear and pronounce words correctly, so that when they entered the school, they already have the capability to speak and read.

Exercising self-reliance and self-discipline through habituation in early childhood is not an easy thing, because it required the consistency of a teacher in implementing it. In connection with that condition, the teachers of early childhood education should be able to establish positive communication with parents or caregivers, besides their main tasks to take care and educating the children under their responsibilities.

Playing while learning activities have positive impact in developing children potential. The improvement of the children's growth can be seen in the form of:

- The independence in serving themselves in daily life
- Have the courage and confidence to communicate verbally with the environment
- The ability to connect new knowledge with the previous knowledge
- Ability to control and express their feelings and emotions
- Having skills in using their fingers, arm and eye coordination, and the use of their parts of body to do something

Early childhood education's teacher are expected to be able to do the continuous adjustment and increase their knowledge, creative in creating the learning activities which give more positive impact by integrating of all the scopes of child development.

6. The obstacles in arranging lesson plan

Teaching early childhood students by some people considered as an easy teaching process. For that reason many teachers of early childhood education do not have sufficient education. The condition happen when early childhood teachers face some obstacles in arranging lesson plan that appropriate with the standard achievement development level. Many teachers do not know children development, and learning stimulation so the facilities of early childhood education considered less effective and less striking. In order to succeed the learning process teacher should forming themself into effective professional. This positive perspective should be realized in form of efforts to create activities and material that in accordance with the students' needs.

7. Conclusions

The aim of this study was to obtain a clear description about the performance of early childhood education teachers in implementing the standard of achievement development level of early childhood students. In detail, the conclusions are as follows:

First, in arranging the lesson plan, teachers should make it based on the playgroup age grouping years which refers to the level of achievement development. The lesson plan which had been made by the teacher include the development of behavior formation (religious values and morality; social emotional), and the development of basic capabilities (physical, cognitive, language) by using a thematic approach. Plans were made gradually which included the classroom management plan and media and methods that will be used. The material which used as the source in arranging the daily planning is highly depending on textbooks. Tools or learning resources which are mostly used are textbooks, magazines and tools made by the manufacturer.

Second, the implementation of learning activity process was inappropriate with the plans that have been made, especially in the use of media. Mostly children doing activities by sitting statically in front of the desk and must complete all the tasks given by the teacher.

Third, the use of assessment techniques to obtain information about children achievement, limited to the performance, documentation of the children's portfolio and summative test results. The assessment did not include the informal assessment, for example the process when the children doing the whole activities.

Fourth, the results of the teacher's performance in facilitating the growth and the development of children through play while learning activities. This activities were well organized and had positive impact on the children's potential development. However the effort to develop children discipline through habituation still not reach maximum level.

Fifth, the obstacles faced by the teachers in arranging the lesson plans can be seen by the planning of learning process which is inappropriate with the children development. Another internal factor was the lack of teacher's awareness to the problems of learning that faced in daily activities, the lack of carefulness to the process of teaching and learning situations, and lack of understanding about the standard of early childhood education.

The external obstacles were related with institutional management, where the owned facilities and infrastructure cannot fulfill the need for the provision of teaching learning activity. Limited facilities and infrastructure causes the teachers find its difficult to provide the required media in accordance with the plan that has been made.

Those limitations were closely related to the institution's ability in searching source, manage, and utilization of financing in the implementation and development of early childhood education, which only rely on education funding from parents' donations.

References

- Daeng, Arifin, P. Arifin P. (2010). *Menuju Guru Profesional*. Bandung : Pustaka Al-Kasyaf.
- Kementerian Pendidikan dan Kebudayaan. (2012). *Petunjuk Teknis Penyelenggaraan Kelompok Bermain*. Jakarta: Dirjen PAUDNI.

Mangkunegara, Prabu. A. (2010). *Manajemen Sumber Daya Manusia*. Bandung: PT. Rosda Karya.

Mulyasa, H.E. (2003). *Manajemen PAUD*. Bandung: Remaja Rosdakarya.

Sedarmayanti. (2001). *Sumber Daya Manusia dan Produktivitas Kerja*. Bandung : Mandar Maju.

Solehudin, Abiding, Y., Ichsan., dan Murti, Mira, N. (2013). *Motivasi & Manajemen PAUD (Pendidikan Anak Usia Dini)*. Bandung: Brain Side Intellegences.