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PROCEEDING

International Seminar Early Childhood Education for a Better Nation



EARLY CHILDHOOD AND TEACHER EDUCATION
FACULTY OF EDUCATION

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A3 Building, 1st floor, Sekaran, Gunung Pati, Semarang

Phone (024) 86455497, Web: <http://paud.unnes.ac.id>

Proceeding

International Seminar Early Childhood Education for a Better Nation

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Foreworded of the Director

First of all, let us thanks to Allah SWT who give us a mercy so that we can meet here in this place to join an international seminar and workshop on "Early Childhood Education for a better nation."

Based on the act number 20, 2003 about national educational system. Education can be held through three ways, which is formal, non-formal, and informal education that all of them have the same role to **educate Indonesia**. The role of non-formal and informal education is giving the educational service to all the indonesian community in which of the specific condition they can not attend the formal education one. Therefore, the non-fomal and informal are become as in order to fulfil the need of life long learning. The importance of early childhood, non-formal, and informal education (PAUDNI) also **stated** through the rule of the ministry of education and culture number 1, 2012 about organization and **Work** of the ministry of education and culture **Article 196 and 197**.

Early childhood education reflects stimulations that are needed by children. However, these stimulations should involve thoughtful consideration in order to achieve the desired growth and developmental level. Studies suggested that the development of early childhood has been significant and strategic investment to uplift manpower and human resources. This is based on the belief that early childhood education stimulates growth and development to prepare children at the learning stage that in turn could affect positively their productivity when they are adult.

From historical point of view, Early Childhood Education or *Pendidikan Anak Usia Dini (PAUD)* in Indonesia that covers children between 0 to 6 years of age has been nationally regarded as a government program since 2002. Yet, the public response has been excellent and within this period the number of raw participation rate or Angka Partisipasi Kasar (APK-PAUD) has reached 15.3 million (53.6%). Nowadays, PAUD has become "National Public Movement", where the program has been a common discussion topic among people, especially the importance of early childhood education to their children.

However, there are several prevalent obstacles that hinders the effort to diversify the opportunity, access, and enhance the quaiity of PAUD in Indonesia. These challenges need to be addressed utilizing crative yet innovative way of thinking. Those challenges are:

1. The large number of children who have no access to early childhood education (PAUD).
2. Learning infrastructure and physical facility that are limited partly due to lack of creativity of the teachers in creating and developing learning resources and utilizing cultural and natural potential.
3. Teachers' competencies have been an issues as some of them might not posses adequate early childhood background or have not undertaken relevant training related to concept and practical implementation of PAUD.
4. The big gap of raw participation rate (APK) between PAUD participants in cities and rural areas.

To address above challenges, the government has set continuous and sustainable target. In 2004, it was recorded that the number of new established PAUD was 12.7 million (27%) and in 2008 the number increased to 15.1 million (50.6%). It was predicted that in 2009 the number should have had reached 15.3 million (53.6%). Depart from those figures, the government has set for the next 5 years the new established PAUD is expected to reach 21.3 million (72.6%).

In comparison with other countries in terms of model and type of early childhood education, Indonesia presents its unique features and characteristics. In developed countries, early childhood education is usually implemented in Kindergarten/playgroup and day care. In Indonesia, PAUD has four unique types:

1. Taman Kanak-Kanak (Kindergarten)
2. Kelompok Bermain (Play Group)
3. Taman Penitipan Anak (Day Care)
4. PAUD sejenis (Similar with Play Group)

Within those four types of PAUD children are not only provided with intellectual and emotional quotient, aesthetic and social, but also opportunities to develop spiritual quotient through three approaches: **olah pikir, olah rasa, dan olah raga**. Added to that, there is also education and monitoring of health and nutrition of the children. Thus, PAUD in Indonesia utilises "**Holistic dan Integrative**" approach.

Thus, the availability of qualified and professional teachers and teaching staff in early childhood education (PTK PAUD) is unavoidably required. The issues evolved around availability include qualification, competency, certificate programs, professional development, appreciation and protection toward PTK PAUD. Considering the complexity of challenges, we need strategic plan to address the increasing demand of PTK PAUD. The needs of PTK PAUD can be seen from the availability, qualification gap, and competencies of PAUD service delivery. This is due to the importance of the successful role of educators in nurturing, nursing, protection, and education to optimise the connection of born-made brain cells.

PAUD educators are professional personnel that making plan, running, and evaluating the learning process as well as giving counselling, caring, and protecting the children. Therefore, PAUD educators can held their responsibilities after completing the competence and qualification. Government has regulation over the standard of PAUD educator's qualification which is based on the Act of the department No. 16, 2007 and No. 58, 2009. There are three levels of PAUD educators, such as **pengasuh, pendamping dan guru** with their different qualifications and competencies. Based on its competencies, each level has different responsibilities in doing their jobs as PAUD educators.

Early childhood educators, particularly from non-formal level are highly varied from its competencies and qualifications. Although sometimes the educators background are only from elementary or junior high school; but, some of them also have better educational background such as diploma and bachelor degree although its major is not really relevant with early childhood field.

On the other hand, the fact reveals that PAUD educators sometimes held their duties over its responsibilities. As we can find PAUD teacher who just graduated from elementary school act as the main teacher in the related school. Based on the illustration above, it is need an effort that all PAUD educators' duties and responsibilities are to be standardized based on its qualification and competencies.

As a result, a directorate of development for early childhood, non-formal, and informal education personnel (Dit. PPTK PAUDNI), Directorate General of Early Childhood, Nonformal and Informal Education (**Ditjen. PAUDNI**) has a job to held and coordinate the policy that help to facilitate the application of standard technique in term of educator and the personnel who work for early childhood through the specific mission of **Dit. PPTK PAUDNI** which give wider access, increase the the quality of **PTK PAUDNI**, and give a

support to increase the quality assurance to be relevant with the need of the society. To increase the the quality of educators and its service, government held some programs and activities to stimulate the profesionalism of educators of PTK PAUD. In line with that issue, government have done some programs which focus on the mission of PTK PAUD such as:

- a) Professional development through the increase of competence PTK PAUD that include: the teacher of kindergarten, playgroup (TK/KB/TPA/SPS), the school principle, and all the personnel who run the early childhood education. In order to maintain the quality and increase the competence of PTK PAUD, in fact government in cooperation with organization who interested in giving the supervision toward the PTK PAUD, such as profession organization, NGO and academicion from universities.
- b) The directorate of PPTK PAUDNI runs some strategies to increase the quality of educator for PAUDNI for instance by giving scholarship for PTK PAUDNI, financial support to someone who is taking bachelor degree in early childhood education (PAUD); master in the field of PAUD, credits transfer program (the government is now in cooperation with 2 universities: Universitas Negeri Malang and Universitas Negeri Yogyakarta). Afterward, the government will develop the program to increase the qualification though the cooperation with the department of early childhood of **Universitas Terbuka** and the department of Psychology of **Universitas Indonesia**.
- c) To increase the welfare and acknowledgement of early childhood educators who have dedication and good achievement, the government give the financial support, and incentive toward them as well as appreciation that usually known as Jambore PTK PAUDNI.
- d) Creating a training handbook for various different levels for all early childhood educators. This handbook is as an answer of the ACT about standard of competence that all educators should have. On the other hand, we from the government also aware that we still need some efforts to make it perfect in term of creating higly qualified educators for early childhood, that finally can produce a high qualified generaion as well in the future.

Once again, I just wanna let you know that all programs that held by out directorate can not run well without the help of all of you especially the universities. Therefore, we hope that we can make an intensive cooporation to increase the quality of early childhood educators in the future.

Dr. Nugaan Yulia Wardhani Siregar, M.Psi

A Director of Development for Early Childhood, Non-formal,
and Informal Education Personnel

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IMPROVING PROFESSIONALISM OF ECD EDUCATOR THROUGH TEACHER CERTIFICATION IN POSITION

Norman Syam

FKIP University of Bengkulu

Abstract

This paper discuss about the professionalism ECD educator in teacher certification. The problem that presented in this paper is "does certification of ECD improof teacher's professionalism?" based on that phenomenon, so the purpose of this paper is to help ECD teacher and other educator to develop and to improof the professionalism. The improofment of professionalism will be followed by repairing management system and classes of carrier by calculating equitable remunerating, so that it can increase teacher and educator's dignity and welfare. Teacher sertification use as: to proof teacher's performance, to get the information/data, as basic to graduate the teacher, to proof the recomendation for follow-up activities. The methodology that applied in teacher certification is the disclosure towards the past, present, and future experience.

Key word: professionalism, early childhood, certification

A. Background

Several attempts professionalism development of teachers has been widely carried out either individually or as a group, as well as the efforts made by the government, such as Government Regulation no. 19 Year 2005 on National Education Standards, Law no. 14 Year 2005 on Teachers and Lecturers, the Minister of National Education of the Republic of Indonesia No. 16 Year 2007 on Standards of Academic Qualifications and Competencies Teachers, Government Regulation no. 18 Year 2007 on Certification of Teachers, so that the technical assistance guidelines for teachers is needed to ongoing professional development, as mandated in UUSPN Year 2003 article 1, paragraph 2; educators are professionals in charge of planning and implementing learning activities, assess learning outcomes, coaching and training as well as research and community service, particularly for educators at universities.

Besides, the importance of teacher certification in the professional development of teachers, as revealed by

Suyanto (2003), the teacher certification program is one way that can be used to cut the chain that causes the poor quality of teachers. Teachers as a professional figure must have skills that work in harmony with the demands of the occupied areas of work, so they have clear authority in improving the quality of Indonesian society.

B. Discussion

a. Teachers Certification

1. Definition

Certification comes from the word certification means diploma or official recognition of a person's competence to assume professional positions. When it is associated with the teaching profession, the certification can be interpreted as proof of teaching ability shows that the holder has the competence to teach the subjects, levels and forms of education such as that described in the certificate of competency (P3TK National Education Departement, 2003).

From the description it can be said that the certification is the provision of a certificate of competency or certificate in

recognition of a person's ability to do a job after graduation competency test.

Certification for teachers is an effective way to determine the quality of teachers and increasing public confidence in school and teaching profession. Certification for teachers is an integrated system which includes the assessment of teacher performance management process to support professional career development opportunities. Teacher certification directed to create a climate and productivity-oriented work environment, merit (good reward for the achievement) and equitable, done systematically, and is intended for continuous teacher professional career (Sukanto, 2004). UUSPN No. 20, 2003 describes the scope of teacher certification; (1) skill competency field of study, (2) competency of understanding characteristic students, (3) educational learning competencies, and (4) development of professional competence and personality educators. Competency personality is necessary for a teacher because a teacher must act according to religious norms, an honest person, authoritative, shows the work ethic, responsibility and uphold the teaching profession. Competencies expected personality is contained in Permendiknas No. 16 of 2007 as follows:

1. Acting in accordance with the norms of religious, legal, social and national culture of Indonesia
2. Present themselves as personally honest, noble and a role model for students and community
3. Present yourself as a person of steady, stable, mature, wise, and authoritative
4. Demonstrate work ethic, high responsibility, a sense of pride to be a teacher and self-confidence
5. Uphold the teaching profession.

Through certification activities, they can be known whether they are a good teacher or not seen from the results

of an assessment of teacher performance including personal competence skills.

2. Teachers Certification (Permendiknas No. 18 Year 2007) Chapter I

- 1) Teacher certification in position is the process of in-service teacher education
- 2) Certification as described in paragraph (1) may be followed by in-service teacher who has had academic qualification degree (S1) or DIV
- 3) Certification for teachers in the position referred to in paragraph (1) organized by the college which holds procurement education program that is accredited and established by the Minister of National Education

Article 2

- 1) Teacher certification in position carried through the competency test, to obtain a certificate of educators
- 2) The competency test as referred to in paragraph (1) shall be in the form of portfolio assessment
- 3) Assessment of portfolios as described in paragraph (2) is recognition of the professional experience of teachers in the form of an assessment towards the ability that documents described
- 4) In-service teachers who pass the portfolio assessment as referred to in paragraph (2) certified educator
- 5) In-service teachers who cannot pass the portfolio assessment may be:
 - a. Conduct activities in order to complete the portfolio to receive a passing grade
 - b. Attend the education and training of the teaching profession, which ended with exams
- 6) The test referred to in paragraph (5) letter (b) include paedagogik competence, personality, social, and professional
- 7) In-service teachers who graduate teacher education and professional

training as referred to in paragraph (5) letter (b) certified educator

- b. In-service teachers who have not passed the education and training of teaching profession as referred to in paragraph (5) letter (b) given the opportunity to retake the exam education and training materials that have not passed

Professionalism of Teachers and Education Personnel

Definition of profession

In general, the profession can be defined:

1. Professionals means that someone who work by the expertise, skills, techniques and procedures based on intellect (Volmer & Mills, 1966, Cully, 1969)
2. Profession as a specialization of intellectual positions gained through study and training, aimed to create a skill, high-value jobs that demand those skills and job, loved by others, and he can do the job with the reward in the form of pay, wages, and salaries (Sagala, 2000)

Terms of professional teacher

1. Teachers should have a variety of skills, abilities, love their job, maintain the teacher code of ethics
2. Professional teachers always develop themselves towards their knowledge and deepen their expertise
3. Professional teachers must be diligent to read literature

Terms of Teaching Profession (According to the National Education Association, 1948)

- a. Position involving intellectual activity
- b. Position which covers a special science

- c. Position which requires a long professional preparation
- d. Position which requires continuous training in office
- e. Position which promises career and a permanent membership
- f. Position which determine the standard (default) itself
- g. Position which more concerned about service above personal gain
- h. Position which has a strong and tight professional organization

According to Ace Suryadi (2004) qualified teachers have at least four main requirements:

- a. The ability of a professional (professional capacity)
- b. Efforts of a professional (professional effort)
- c. The time devoted to professional activities (time devotion)
- d. Benefits for his work (professional rent)

c. Principles of Professionalism

(Act N0. 14 Year 2005 Chapter 7)

- 1) Having talent, enthusiasm, and idealism vocation
- 2) Having a commitment to improve the quality of education, faith, devotion and noble character
- 3) Having academic qualifications and educational background in accordance with its duties
- 4) Having responsibility for the execution of a professionalism tasks
- 5) Earning income which is determined according to work performance
- 6) Having the opportunity to develop in a sustainable manner with the professionalism of lifelong learning

- 7) Having legal protection guarantees in carrying out professionalism duties
- 8) Having a professional organization that has the authority to regulate matters relating to the professionalism teacher's duty
- d. Ways to develop a professional teachers

Development of teachers professionalism is directed to the strengthening of teacher based on teacher competency standards (paedagogik, personality, social, and professional). Ways to develop profession can do by this, as follows:

Publishing

- a. Training
- b. Lesson Study
- c. Advanced Studies

The four competencies (paedagogik, personality, social, and professional) should be carried out continuously or ongoing in order to teacher professionalism is increasing.

- e. The characteristics of the increasing teachers professionalism

Enhancement professionalism of teachers through a process that starts from the bottom and can be guided by experienced, expert, and skilled staff, who provide the following characteristics:

1. Allows participants to develop the skills of knowledge, experience and understanding and can be applied to the current role or career and future.
2. Based on the evidence about the practice of teaching.
3. Supported by coaching or monitoring by experienced peers, both from within the school itself or from outside.
4. Can be use classroom observations as a basis of teachers professional development.

5. Modeling is an effective teaching and learning strategies capitalization.
6. Reach curiosity continuously and ability solving problems in daily life at school.
7. Give impact on the process of continuous learning.
8. Evaluated and directed professional development activities on a continuous basis.

C. Early Childhood Education

It is a development effort aimed to children from birth to age six years through the provision of educational stimulation to assist the growth and physical and spiritual development so that children have the readiness to enter further education (Law No. 20, 2003).

Implementation of ECD (Early Child Development) One form of education focuses on basic towards growth and physical development (fine and gross motor coordination), intelligence, creativity, emotional intelligence, spiritual intelligence, socio-emotional (attitude and behavior and religion), language, and communication, according to the uniqueness and developmental stages which have been through the early childhood.

D. Conclusion

From the description above it can be concluded as follows:

1. Teachers and educators are primary pillar for the implementation of quality education.
2. The professionalism of teachers is a vital component to ensure education quality in accordance with the demands of science and technology.
3. Certification of teachers is an effective way to improve teacher quality.
4. Certification of in-service teacher is the process of giving educator certificate in office administration.

5. Teacher professionalism can be developed through MGMP forums, seminars / workshops, publishing journals, training and further study.

6. Through certification, we can know which teachers are good and which are not good teachers through the assessment of the performance of teachers.

7. Increase the professionalism of teachers should be done at all levels including the Early Childhood Educator.

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