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## Research Article

### INCREASING THE ABILITIES OF KINDERGARTEN-EARLY CHILDHOOD EDUCATION TEACHERS THROUGH EDUCATION AND TRAINING

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#### ABSTRACT

The research entitled "Increasing the Ability of Kindergarten-Early Childhood Education Teachers through Education and Training" is the result of research conducted to kindergarten and early childhood teachers in Jember and Bondowoso districts. The aim of the study is to improve the ability of kindergarten-early childhood education teachers who have not received a Bachelor's degree yet, as well as have a Bachelor degree but non-early childhood education. This goal will be achieved by education and training which is done in a classical and field practice methods. The training activities are designed for 14 days (2 classical days and 12 days of field practice, in which there are reflections on field practice activities) which are equivalent to 141 course times. The results show that the ability of the kindergarten-early childhood education teacher is increase particularly at cognitive skill score namely 23.05 and psychomotor skill score namely 2.32.

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## INTRODUCTION

Early Childhood Education (ECE) is a form of educational services that aims to facilitate the growth and development of children, so that children can grow and develop optimally. Teachers have a very strategic role to help facilitating and stimulating children's growth and development. Therefore teachers at early childhood education institutions need to have personal, pedagogical, professional and social competencies (regulation of educational and cultural department No. 137 of 2014) to be able to design and implement as well as evaluate the educated learning (Munandar *et al.*, 2018a, and 2018b).

However, there are some problems faced in Jember and Bondowoso districts. There are still many teachers in early childhood education institutions who have not met the minimum qualifications as required by Law No. 14 of 2005, namely having diploma (D-IV) or bachelor degree (S-1) (Government regulation No. 78 of 2008). The data from the Professional Directorate of Educators, DG of PMPTK of the Ministry of National Education shows that there are around 1,6

million teachers from 2.7 million teachers in all educational units of Kindergarten, Elementary School, Junior High School, Senior/Vocational High School and Special school whether they are public or private whom have not met the minimum qualifications referred to regulation above (Directorate of Development of GTK & Dikmas, 2016). Based on those data, there are 203,416 kindergarten teachers who did not meet the minimum requirements (Development Team, 2014). This number does not include teachers who are in non-formal early childhood education institutions such as Child Care and Play Group. In East Java, around 85% of the teachers are high school graduates, and only 13% of them who have bachelor's degrees of various disciplines (not from early childhood education) (Development Team, 2014).

In addition, by the encouragement of the district/city government and the society demand for early childhood education (ECE), ECE management institutions are increasingly developing. Because of the increasing number of ECE institutions, the needs for ECE educators definitely also increase. However, the number of ECE educators who meet D-

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IV or S-1 (bachelor's degree) ECE teacher qualifications is insufficient, so the availability of ECE educators is still insufficient to develop ECE programs in the society (Development Team, 2014).

To meet these academic requirements, it requires a relatively long time. Even the 10-year period mandated by Law No. 14 of 2005 concerning Teachers and Lecturers to complete the increase in qualifications may not be adequate. Therefore the government through the Minister of National Education Regulation No. 58 of 2008 adopted a policy by making alternative programs in order to accelerate the improvement of teacher academic qualifications to D-IV or S-1 (bachelor's degree). The program is providing recognition of the learning outcomes obtained by the teacher through individual experience, the results of education and training, academic achievement, and other achievements, as well as previous teaching experience to take the Undergraduate (S-1) Education program. The alternative program is in the form of Recognition of Learning Outcomes or Recognition of Prior Learning (RPL). RPL is a system that recognizes learning outcomes, learning experiences, or other academic activities obtained by teachers in positions both in formal, non-formal and informal education. Recognition of learning outcomes will be taken into account to determine the load of credit that must be taken by the teacher when attending lectures to the level of the Bachelor of Education program, in this case the study program is Early Childhood Teacher Education (Development Team, 2014).

Based on these conditions, an effort is needed so that all teachers of early childhood education with all the authority they carry is in accordance with the competencies and qualifications they should have. Therefore, the study program of Early Childhood Teacher Education, Faculty of Teacher Training and Education, Muhammadiyah University of Jember as an Educational Institution and a forum for enhancing the competence of Teachers / ECE Educators is obliged to facilitate and be a mediator of government programs to improve the competence and qualifications of ECE educators in the eastern part of East Java Province, precisely in the Besuki Residency namely Jember and Bondowoso through the Teacher of Kindergarten-Early Childhood Education Training program. The general objective of education and training is to improve the competence of educators and teaching staff of Kindergarten-Early Childhood Education in order to create professional and qualified educators. Moreover, its specific aim is increasing competence in the field of:

1. Basic concepts of early childhood education
2. Development of early childhood students
3. Playing for early childhood
4. Basic concepts and handling of special needs children
5. Planning and learning evaluation

## METHODOLOGY

Education and training strategies include approaches, methods, and learning techniques as well as the plot of training activities.

### *Training Approach*

There are two learning approaches that are applied to achieve the expected competencies, namely:

### *Classical Approach*

The classical approach is used for materials that are policy and theoretical. Because the policy material is general, the classical approach is considered appropriate for its delivery in order to use the time effectively. While the theory is used to provide basic understanding and understanding concepts. This activity is carried out for 2 days.

### *Field Practice*

Field practice is used to practice the theories that have been given in classroom learning where the teachers teach the early childhood. This activity is carried out periodically for 2 (two) weeks.

### *Learning Methods*

In this model development training, the learning methods developed not only for the theory but also for practice. The theory developed in the training is aimed to provide theoretical knowledge, understanding and insight. Besides, it is also related to problem solving encountered in the learning process at the training participants' work units (Munandar *et al.*, 2018a, and 2018b).

### *The methods used in this training are*

#### *Lecture*

Lecture is a technique commonly used in a learning process. It is a transformation of information by using one-way communication. In the lecture method the teacher conveys information while the students only listen.

#### *Group discussion*

Discussion is a process of interaction between two or more individuals involved. They exchange experiences, information and solve problems. In the discussions, all the people in it are actively involved, there is no passive listener.

#### *Group Work*

This technique as one of the teaching and learning strategies for participants in the class who are regarded as a group or divided into several groups. Each group consists of five or seven participants, they work together in solving problems or carrying out certain tasks as well as trying to achieve the teaching goals determined by the facilitator.

#### *Brainstorming*

Brainstorming is a technique or method of teaching carried out by the facilitator in the class by giving a problem to the class, then the participant answers or expresses an opinion or comment so that the problem may develop into a new problem or it can be interpreted as a way to get a lot of ideas from a group of people in a very short time.

#### *Simulation*

In modern teaching, this technique has been carried out many times by people. The participants can act like desired people in the desired circumstances. Simulation is a person's behavior to behave like someone intended whose aim is to make the person learn more deeply about how that person feels and does something. So, the trainees take on the role as other person.

The classroom training activities are held for 2 (two) days, namely on Saturday and Sunday, 1-2 October 2016. While the field practice is carried out for 2 (two) weeks, starting from 3 to 17 October 2016.

The participants in this training are teachers or kindergarten-ECE educators who have not done undergraduate study of Early Childhood Teacher Education, teachers who already have bachelor's degrees but not from Early Childhood Teacher Education program. They teach / educate in Kindergarten-Early Childhood Education institution and Community Education in Jember and Bondowoso Regency

## RESULTS

The evaluation results of the implementation of early childhood teacher education training are as follows:

### 1. General Evaluation of the Training Implementation (shown in Table 1)

Generally, the participants of the training said that the training is good and very good. It was said by about 94% of participants consisting of 68% good and 26% very good (Table 1).

**Table 1** General Evaluation of Training Operator

No	Component	Achievement				
		Bad	Poor	Medium	Good	Very Good
1	Training Room	0	0	3	41	27
2	Secetariat and Organizing	0	0	4	51	16
3	Acomodation	0	0	3	54	14
4	Foods	0	0	7	48	16
	Average	0	0	4,25	48,50	18,25
	Percentag (%)	0	0	6	68	26

Information: N = 71 people

The training implementation was assessed as good and very good by the training participants because it was carried out with good infrastructure. The good infrastructure as a well-prepared learning environment will support the processes and outcomes of learning (Munandar *et al.*, 2018b).

### Evaluation of Training Materials and Processes

The material and the process of training implementation were assessed as fun by the training participants. The percentage is about 82.15% (Table 2).

**Table 2** Evaluation of Training Materials and Processes

The Evaluated Components	☺	☹	☹
	Happy	Ordinary	Disappointed
1 The material presented in the training	69	2	0
2 The material hand out provided	64	7	0
3 The training schedule	35	33	3
4 The method used in the training	66	5	0
5 Tools and materials used in training	67	4	0
6 Group dynamics	49	21	1
Average	58,33	12	0,67
Percentage (%)	82,15	16,90	0,95

Information: N = 71 people

The teaching and learning process will be fun if the planning is arranged based on needs analysis (Munandar *et al.*, 2018b).

### Learning Evaluation of Training Participants

The ability of teachers / educators of kindergarten-early childhood education on cognitive aspects before the training process is around 54.03 and after joining the training, it becomes 77.08.

Thus, there was an increase in cognitive score, namely 23.05 (from 54.03 to 77.08). While the average of psychomotor skills before the training is 75.99 and after the training becomes 78.31. So, the average score of psychomotor skills are also increase. Its rise is 2.32 (from 75.99 to 78.31) (Table 3).

**Table 3** Learning Evaluation of Training Participants

No.	Assessment	Range	Average	Increase
1	The pre-test of cognitive skill	16-80	54,03	
2	The post-test of cognitive skill	68-96	77,08	23,05
3	The pre-test of psychomotor skill	60-95	75,99	
4	The post-test of psychomotor skill	70-97	78,31	2,32

The average increase of cognitive ability is very good, even though the kindergarten-early childhood education teachers of the training participants have not graduated from Early Childhood Teacher Education Program or undergraduate students of various disciplines (not from Early Childhood Teacher Education Program). Meanwhile the average increase of psychomotor skills is sufficient. It is because the work experience and the assistance of those teachers is adequate.

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