

STANDARD ANALYSIS OF TEACHERS AND EARLY CHILDHOOD EDUCATION

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Abstract

Public awareness of the importance of early childhood education is getting better with the emergence of various forms of diverse early childhood institutions. This phenomenon is very interesting to continue to develop early childhood education program. This consciousness departs from understanding the purpose of early childhood education programs that facilitate the optimal growth and development of children in accordance with the norms and values. Through proper educational programs, the child will be able to develop all potentials, from the physical aspect, social, moral, emotional, personality and the other aspects.

Keywords: *Teacher Standard, Early Childhood Education*

A. Introduction

Education for children of early age has changed to an exciting development both in concept and in practice in the classroom. It is certainly a good development because it is very meaningful to prepare qualified future generations and even better than our present generation.

In the process of universal education, early childhood education has a strategic role, because it is the foundation and container in preparing children to enter primary education. On this basis, early childhood education must obtain adequate attention. This is demonstrated by the attention given by various groups today, so

attention to this early childhood influences government policy for carrying out development in this field.

The concern was manifested by the formation of a variety of early childhood education institutions even established by the private sector, communities and government. Such guiding for baby family, posyandu, daycare, early childhood centers, playgroup, kindergarten, Raudhatul Athfal and so on. This real attention would need a big amount of human resources. Adequate and qualified educators are needed. Moreover, in childhood early childhood is the period of their growth opportunity (golden age). With the growth of an increasingly crowded early childhood, in addition to set up a rule which underlie, organize, and equip early childhood programs, the government is also developing policies to provide a standard of qualification and competence of teachers and early childhood educators. The standards contained in article 1 of the Government Regulation number 58 at 2009 on Early Childhood Education Standards.

However, the development of the early childhood education sector is not free from the constraints encountered in the field, so that the development of early childhood education in Indonesia can not be said to have been optimal. These constraints can be related to the ability of governments, communities, the manager and also the quality of early childhood itself.

B. Early Childhood Education

In today's development, early childhood education is an education program that is geared to the learning in accordance with the child's age and able to explore the potential of the child, so that could be a provision in his life in the future. Many restrictions are given to early childhood programs, but in this case the Law number 20 at 2003 on National Education System defines childhood education as a development efforts aimed at children from birth to the age of six years are accomplished by providing stimulus education to assist the growth and development of the physical and spiritual so that children have the readiness to enter further education (Education Law No. 20 of 2003).

According to Partini (2010: 2), suggests that early childhood education is a development effort that is intended for children from birth to six years which is done through the provision of physical and mental stimulation for the child to have readiness in entering further education. Meanwhile, according to Maimunah Hasan (2009: 17), the study of the science of early childhood and its implementation in some countries, early childhood is held since the age of 0-8 years.

Described in the Law number 20 at 2003 article 28 paragraph 1-2, that early childhood is held before the basic education level (paragraph 1), and through formal education, non-formal and informal (paragraph 2). Early childhood education in formal education is in the form of kindergarten, Raudhatul RA (RA), or other equivalent form (paragraph 3). Early education childhood in the non-formal form is play group, daycare, or other equivalent form. Early education childhood in the informal education is in the family form or education organized by the environment.

Public awareness of the importance of early childhood education is getting better with the emergence of various forms of early childhood institutions. This phenomenon is very interesting to be continued to develop early childhood education program. This realization is described by Hibana S. Rahman (2002: 48) departing from understanding the purpose of early childhood education programs that facilitate the growth and development of children in an optimal and thoroughly in accordance with the norms and values. Through educational programs designed properly, the child will be able to develop all potentials, from the physical aspect, social, moral, emotional, personality and others.

Specifically, there are actually two purposes of convening early childhood education, primary goals and objectives broadcaster. First, the main purpose is to establish the quality of Indonesian children, the children grow and develop based on the level of development that has the optimal readiness in entering basic education and in living life in adulthood. Second, the goal is to help in preparing child reaches readiness to learn (Asmani, 2009: 66).

While the function of early childhood education or preschool special education can be formulated into five main functions, namely: 1) Planting the belief and faith; 2) Establishment and habituation positive behavior; 3) Development of basic knowledge and skills; 4) Development of motivation and a positive learning attitude; and 5) Development of all potentials (Rahman, 2002: 49).

The fifth of these functions are interrelated with each other and difficult to be separated. Each formulation is intended to facilitate the discussion. From these formulations it shows that educational programs for children at an early age is very important to note and very beneficial. If they lost the opportunity it means they lost their golden age for the development of full human potential.

C. Early Childhood Education Policy

According to William N. Dunn (2003: 1), in his book *Public Policy Analysis; An Introduction*, said:

"Policy analysis is a problem-solving discipline that draws on theories, methods, and substantive findings of the behavioral and social professions, and social and political philosophy".

Even the analysis is not complete, in the policy process, members of the executive, legislative and judicial branches, along with citizens who have a role in the decisions of the public, can use the results of the analysis of policies to improve the process of making policy and performance. Because of the effectiveness of making policy depends on the access to the stock of available knowledge, communication and the use of policy analysis becomes important in the practice and theory of public making policy.

Public policy has the characteristics, namely (1) policies that are made by the state institutions, the executive, legislative, and judicial branches; (2) policies that regulate the common life or public life, and not regulate the individuals life, joint problems, all of which are in the public domain; and (3) have a good level of utilization by the user directly or indirectly.

Based on the explanation, education policy is also part of public policy. It is considered if education policy is only considered as a part of education policy, the meaning of "education" itself is reduced to a sub-part of the development process or the process of change, or a part of human life and society, in conditions or no political power. Education as a fact of humanity and civilization can easily be overlooked.

For that according Tilaar and Riant Nugroho:

"There are two ways of view based on the education policy, the education policy can be seen as part of public policy, education policy and stand independently or in parallel to public policy or education policy is public policy" (HAR Tilaar, 2009: 307).

The ideal relationship between education policy and public policy comes from the base of the moral philosophy born political science patterned two: science Political descriptive and normative political science. And also moral philosophy was born science education. Of science education was born educational policy and political science are born public policy (H.A.R. Tilaar, 2009: 308).

In analyzing the product should look holistically policy (comprehensive) from various aspects. Because the policy does not only affect one side only. Various aspects have an influence on the implementation of the policy. Therefore the analysis efforts must be viewed from various perspectives. Such as social, economic, legal, cultural, religious perspective and others.

From here, early childhood policies as part of education policy is a public policy and part of public policy. Early childhood education policy should be based on the philosophy of education, and the elaboration of the vision, mission of early childhood education.

Nugroho (2008: 36) states that education policy is public policy in the field of education, with regard to the collection of laws or rules governing the implementation of the education system, which includes in it the purpose of education and how to achieve that goal. From this theory, early childhood policy can be defined as a collection of laws or

rules governing the implementation of the early childhood system issued by the executive and legislative branches.

Nationally, the policy governing general education, in which there is early childhood education, set forth in Law No. 20/2003 on the National Education System. For derivatives, the government issued Government Regulation No. 19/2005 on the National Education Standards. In addition, the setting of educators regulated in Law No. 14/2005 on Teachers and Lecturers. Specific policies regarding early childhood education is outlined in policies related to the development of the concept of early childhood education, development of early childhood education teachers, child development based on the optimal potential, and the development of facilities and infrastructure.

Including one early childhood policies issued by the government is Government Regulation No. 58 at 2009 on Early Childhood Education Standards. The author in this case tried to analyze in Article 1 in the grains into two in the government regulations. Namely the "standard of teachers and educators" (National Education Minister Regulation No. 58 at 2009 on Standards of early childhood education, Article: Clause 1: 1). The author will analyze the further policy product as a material for consideration in the evaluation of the implementation of the field. This policy governed the standard of qualifications and competencies required for teachers and educators in each unit of the implementation of early childhood.

This policy described the definition of teachers and education personnel. In the appendix Minister of National Education No. 58 in 2009, explained that the early childhood educator is a profession that is in charge of planning, implementing the learning process, and assess learning outcomes, as well as coaching, care and protection of the students. Early childhood educators is served in various types of services both formal education and non-formal as kindergarten and other equivalent form (Appendix National Education Minister Regulation No. 58 of 209 on Standards for Early Childhood Education).

While education personnel is responsible for the administration, management, development, supervision, and technical services to

support the educational process early childhood institutions. Then mentioned that the educational staff consists of Supervisor / Owner, Principal, business, administration, and Hygiene Officer (Appendix National Education Minister Regulation No. 58 of 209 on Standards for Early Childhood Education).

Based on the early childhood teacher qualification, described in (Attachment National Education Minister Regulation number 16 at 2007) which requires limitation of qualifications for early childhood teachers, namely:

"Teachers in early childhood / kindergarten / RA must have a minimum education qualification of Diploma (D-IV) or a bachelor degree (S1) in the field of early childhood education or psychology from an accredited institution"

In addition it is the competence of each early childhood teachers should have four basic competencies, namely; personality, professional, pedagogical, and social. All of this is included in the competence (of Teachers and Lecturers Law number 14 at 2005, described in chapter 10 section IV). It is explained more detail later in the Minister of National education number 16 at 2007 which outlines four competency standard of early childhood teacher / kindergarten / RA. The fourth competency is described briefly the following:

First, pedagogical competence. Pedagogical competence is the ability of teachers to manage learning that includes; understanding the characteristics of learners, learning theory, developing the curriculum, the use of learning technology, communicative with the students, and evaluate learning outcomes (Attachment National Education Minister Regulation No. 16 at 2007 on Academic Qualification Standards and Competencies Teacher).

Second, personal competence. Personal competence is the nature or character of educators that includes; steady, stable, mature, wise and prudent, dignified, noble, became an exemplary student and community participants, to develop themselves and to evaluate its own performance (Suyadi, 2011: 138).

Third, social competence. Social competence is the ability of teachers as members of society. These competencies include; communicate well, able to use communication and information technologies, interact effectively with students, community members, fellow teachers and others (Suyadi, 2011: 139).

Fourth, professional competence. Professional competence is the ability mastery of subject matter is broad and deep (Suyadi, 2011: 141).

With the four competencies above, it is expected an early childhood teacher is able to carry out their duties in a professional manner. The level of professional skills of teachers will affect the success of the educational process itself. And success itself depends on planning. Implementation of the plan itself involves the ability of teachers and the expertise of principals and of course other factors.

D. Standards Policy Analysis Teachers and Education Personnel of Early Childhood Education

General Directorate for Early Childhood Education is the government institution which is responsible for the construction sector of Early Childhood Education under the Ministry of Education and Culture of the Republic of Indonesia.

Overall implementation of the Early Childhood Education standards that have entered the last few years is still not showing the results of a standard quality of good teachers and educators. From here the author tries to analyze the products of the government policy.

Product policies issued by the government has inequalities impact, and problems in the field after implementation. Then the analysis of the policy impact is seen as crucial for the evaluation and repair. Analysis of the implementation of this policy is part of the evaluation and continuous improvement to be done and is part of the policy cycle. Started from formulating policies which then generated a policy product, after that doing the application in the field, there must be the evaluation and eventual repairs during and after the implementation. Deifying like a rolling ball which continues this policy cycle back to the base again and so on.

Departing from the implementation of policies products that the government rolled, then here the author described various problems that arise related to the government regulations. Consciously it is not depicted a whole here, only a small fraction of the many problems associated with the standards of teachers and early childhood.

1. Teachers and Educators for Early Childhood Education are Still Lack

Various efforts have done in order to improve educators and early childhood educators human resource. Such as the opening of the Departments of Teachers early childhood / PGTK and the other. In some public and private campuses lately they have noticed the early childhood program, kindergarten, or RA. Both the diploma or degree in early childhood education and psychology. Although some of them have opened majors of early childhood / PGTK / RA at some campuses, but not all campuses opened this department.

As we know the development of early childhood education continued to grow. In fact in the last year the growth of early childhood education or early childhood like in Bantul is very high. If the previous year the number of new early childhood education are 300, now it has grown to be doubled (<http://regional.kompas.com>). Although the growth has been high, the ratio has not reached the ideal point. In one hamlet ideally there is one early childhood. There are 933 in Bantul village, so it is still lack. It will need about 333 early childhood education again.

This deficiency is also the impact of the limited of output number or availability of teachers for the institutions of early childhood education providers. In fact in terms of quantity, teachers or tutors who are involved in early childhood education is much less than the number of teachers at other levels of education such as elementary, junior high, and high school.

2. Teachers and Education Personnel qualifications are Still Low

Implementation of this policy asked educators and early childhood education personnel to have the appropriate qualifications. Both diploma and bachelor have been certified early childhood training. But

in fact, many educators do not still have the appropriate qualifications. Moreover, in several early childhood institutions, they are located in remote areas and includes also occurs in urban areas.

In some cases, we still find early childhood teachers who just graduated from high school only. And even some cases we find dual role of teachers. They are not only as a part of the administrative staff, they are also as a teacher in the classroom. Many factors affect this problem. It could be like the proliferation of early childhood institutions, but not accompanied by the number of good qualified of human resources, which also result from the lack of opening the major of early childhood teachers or PGTK in some colleges. So to cover the number of teachers and students are not worth consciously it involves educators who are not qualified. The seriousness of the government in the field of early childhood indeed risen lately, but the problem for educators who is qualified still has not become a major priority.

3. Competence of Teachers and Educators of early childhood education are not satisfied

Furthermore, in terms of competence, efforts to equip teachers and educators with competence standards also continue to support the success of early childhood programs. Some training with the involvement of educators and educators continued.

As an effort to develop or improve the ability of teachers in early childhood institutions, one through Teachers Working Group of early childhood education (<http://www.indepnews.com>). Teachers Working Group is a container of each unit of education in improving the performance and professionalism of teachers. However, implementation is now considered less than optimal. It was all the more due to lack of teachers in the functioning teachers working group inconsistency in accordance with its objectives.

Especially with the changing KTSP into Curriculum 2013, which emphasizes the thematic approach which do not so emphasized in these early childhood path. Even though, the learning process should be more emphasis on teacher creativity in the learning process. It was not

necessarily the teacher could work alone, but they need assistance, monitoring and guidance and school supervisors. So to assist the implementation of the curriculum in 2013, group working teachers must be enabled and optimized.

Educators standard and early childhood education personnel are still facing problems which prioritize one or some of the existing competencies. For example, focuses on aspects of personality only, but did not master or develop other competencies. Lack of clarity in the position between the teachers and the community sometimes become blurred.

Pedagogical competence of teachers in early childhood, most have not been able to dominate information technology. Whereas the standard of competence for early childhood teachers, it is said that the implementation of educational activities that take advantage of information technology and was instrumental in improving the quality of the development of the students potential (Attachment regulation number 16 at 2006 on Academic Qualification Standards and Competencies Teacher). Because the purpose of the implementation of early childhood education in essence is as a vehicle for the development of children's potential completely and thoroughly. However, practicing in the field indicated that the ability to use the technology is still very rare. In early childhood, children are not only students with a cheerful atmosphere and fun, but the utilization of the supporting information and technology is crucial. This factor is not only the impact of the competence of each teacher who is not good but also a lot of early childhood institutions that do not facilitate so that the competence of this one is ignored.

Although the international conference of early childhood is held by the National Coalition PAUDNI in collaboration with the World Bank and the Asia-Pacific Regional Network for Early Childhood (ARNEC) in the last year, which is one of the agenda to discuss the negative impact of new technologies on the learning process of children's development (<http://edukasi.kompas.com/read/2012/>) remains an early

childhood teachers should be familiar with the technology so it can control the development of technologies to children.

4. The low salary of teachers of early childhood education

Talking about the teacher, it did not escape the problem of welfare for them. Some cases surfaced frequently due to problems of early childhood teachers' salaries and employee is not suitable, especially for early childhood institutions in the farthest area. It also happens in North Central Timor (TTU), North Southeast Nusa , every month is only 125,000 rupiahs. It made the welfare of early childhood teachers is really concerning. ([http://kompas.com./](http://kompas.com/))

This inequality is a problem for the government in education. The government annually wants education continues to be improved, but for the welfare of teachers and educators continue to be unresolved. In other development countries, the welfare of educators are preferred.

Whereas the budget for our education looks great, which is 20 percent of the state budget. Total budget also rises in each year. Quoted from the data Revised State Budget 2013, the total education budget became 344.4 trillion from before in Budget 2013. 336.8 trillion. Even in the budget, it is allocated to the Fund Income Supplement Guru PNSD 2.4 trillion and professional teacher is 43.1 trillion. (<http://detik.com/finance>). It is unfortunate, if such allocation can not be maximized well, especially rampant embezzlement of education funds are often found.

E. Analysis of Early Childhood Education in Different Perspectives

Here are some of the analysis that the authors informed from the variety perspective of psychological, economic, political, social and religious.

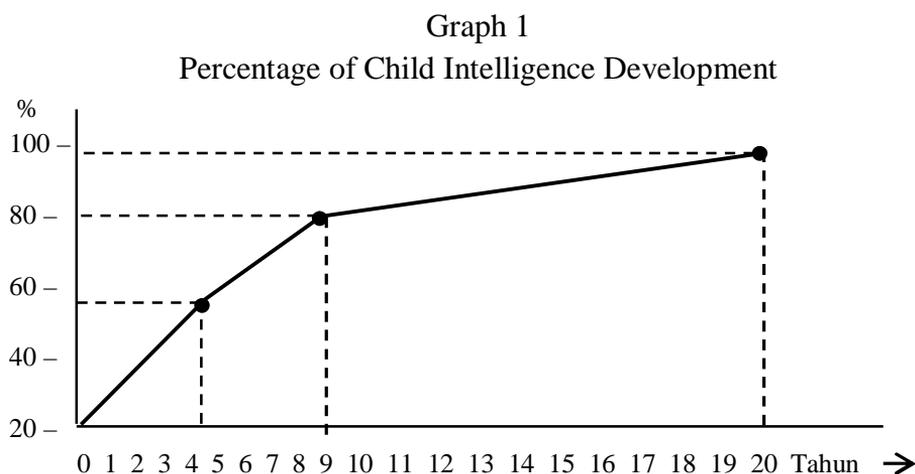
1. Psychological Perspective

Remembering the early childhood is the period of growth, the Early Childhood Education can not be separated by the scope of the psychological. Psychological of early childhood is considered very necessary to get special attention.

According to psychologists, early childhood (0-8 years) is crucial for children to develop their potential. That age is often called "golden age" (the golden age) who only come once and can not be repeated, which is crucial for the development of human qualities (Diana Mutiah, 2010: 2).

Keith Osborn, Burton L. White, and Benjamin S. Bloom based on the results of research suggests that:

"Intellectual development of children occurs very rapidly in the early years of a child's life. About 50% of the variability of the adults intelligence occurred at the age of 8 years, and the remaining 20% by the middle or end of the second decade " (Diana Mutiah, 2010: 3).



Because of that reason, during the child life with a variety effects is a very important period of life with particular regard to the receipt of stimuli (stimulation) and the treatment of the environment. Life in childhood, which is a sensitive period where the quality of stimulation should be regulated as well as possible, of course, require intervention from teachers and parents.

Early childhood teachers must be able to provide a stimulus for the development of the students. At least through learning are designed so that students grow up and have the appropriate skills in age.

2. *The Economic Perspective*

The rise of early childhood brings significant economic impact. At least from an economic perspective, early childhood provides benefits both for the public and the government. *First*, the benefits for society, namely the rise of educational institutions will increase employment opportunities for the community, such as: education scholars are still unemployed, toy sellers, snacks sellers, and so forth.

Second, the benefits for the government, which is concerned with improving access to early childhood education up to the rest of Indonesia, the ministry has made an agreement in the form of MOU which was signed by the Minister of National Education (Education) Bambang Sudibyo, as well as the four leaders of women's organizations, namely the Indonesian Women's Congress (KOWANI), PKK, NU Moslem and Aisyiyah, at the end of 2005. Partnership networked via the non-formal greatly assist the government in realizing education budget. Spent 199 billion at 2007, until now the government can get the benefit from a good human resource and expanding early childhood community which is calculated to achieve long-term material gains more than 80% (<http://camillachisni.blogspot.com>).

But behind it, the authors look at the side effects of the rise of early childhood that are not targeted and appropriate. Based on what the lower middle class society feel, the difficulty is in accessing qualified childhood. Because of the high fees charged to parents. Then the funds that have been spent by the government are sometimes manipulated and used to develop early childhood education so that the funds have been disbursed Inefficient and wasteful budget.

3. *Political Perspective*

Politically, serious attention from the government to the early childhood is a popular policy. After the burst of reform, the government is desperately trying to restore the good image and authority. And one of the policies which were assessed popular is the actualization of early childhood education. In addition, political advantage, whether they are material, funds allocated for the planning and implementation of early

childhood education, and non-material is a political advantage for policy makers.

In addition to internal gains in the country, the government authority that falls to the international community will be lifted because at that time UNESCO is being intensively socializing the importance of education at an early age. The involvement and support of the Indonesian government will raise its bargain position in the eyes of the international community (<http://camillachisni.blogspot.com>).

Which then becomes a problem when government only promoted political advantage rather than empirical reality on the condition of education in Indonesia pathetic. Human Development Index (HDI) published Unit Nation Development Program (UNDP) report the latest update on the date March 14, 2013 that the HDI Indonesia rose only three rankings from the previous year 2012, which ranks 124 out of 178 countries, became the order of 121 of 185 state (<http://www.satunews.com/>). It means the emergence of lack of seriousness in the realization of early childhood education programs are a serious impact on the economic, social, and so on.

From economic sectors, when the government is rambling in discussing the realization of early childhood, then a lot of funds are in vain. And when this policy is not seriously worked and circumcised up to a certain percentage, automatic public will not be able to access early childhood education services cheaper and this will lead to social impacts between the bourgeoisie and the proletariat. Finally, early childhood programs is only a stealth project that does not touch on the needs of the wider community.

4. Cultural Social Perspective

Public awareness of the importance of education has grown. And it stimulates the growing awareness that education should be implemented as early as possible. Social consciousness is affected by global competitive culture which makes early childhood becomes a social and cultural needs can not be avoided.

In addition to the awareness that has been growing, the culture of Indonesian society (particularly urban middle class and upper middle) has undergone a shift, from an agrarian society culture (agricultural era) into the culture of industrial society (industrial era). These shifts have an impact on the high number of busyness of parents. It emphasized the importance of the implementation of early childhood. Besides as a vehicle for learning, early childhood recognized or not become a daycare of the busyness parents.

On the bad effect, the parents totally tend to hand over their children's education on early childhood education providers. This may indicate a major shift in social role for parents; namely educating children. Whereas in Islam, parents should know how big their responsibility towards Allah for their children's education.

This is based on the word of Allah .:

يا أيها الذين آمنوا قوا أنفسكم وأهليكم نارا وقودها الناس والحجارة

It means: *"for the one who believe, guard yourselves and your families from the Fire whose fuel is men and stones"*. (Q.S. at-Tahrim: 6)

Therefore it is appropriate for parents to pay attention to problems with the child's education. Not just let him go on a child's education without any educational institution of their role. Because the impact eliminated the role of parents as educators who are responsible for their children's education.

In addition, mismatch for early childhood also happen because the child can not get what parents expected. They assumed their children have mastered in reading, writing, arithmetic (calistung) so pass early childhood education. In fact, the process of early childhood education is not oriented from the result but the proses. (<http://camillachisni.blogspot.com>).

5. *Perspectives on Islamic Education*

In this perspective, of course, in Islam was introduced to the concept of the nature of human life which has great potential and there parents are very important in children's education.

"Every child is born in a state of nature. Then both father and his mother makes it Jewish, Christian or Zoroastrian "

Not only that, the concept of lifelong education is often delivered in Islam as the phrase "Seek knowledge from the cradle to the grave". Based on the above concept, the family is the greatest role in the education of children. Therefore, the presence of early childhood, it should not make parents forget his duty as an first educator and foremost for children.

Establish and build an Islamic family is a goal of every Muslim couples. Islamic family is a model family that must be realized as one family form of worship that have been determined. If more and more families who understand the purpose of this family, it is expected that the easier form of Islamic society, since the beginning of the formation of an Islamic society are persons born from Islamic family as well. And in order to establish an Islamic private, it must begin from the earliest possible age (<http://camillachisni.blogspot.com>).

F. Conclusion

From the analysis of the author, instrumentally government policy may be considered good, but of course, after a thorough analysis of the implementation of this policy, the authors found there are many problems associated with this policy. Particularly standards of early childhood educators and education personnel. Here and there a lack of qualifications and competences still dominates in early childhood problems. Demands standardization is not directly proportional to the circumstances. The role of government, especially it does not optimally facilitate the qualification and competence. Such as early childhood teachers are still lack. PGTK and training competency improvement is still considered as the annual program.

Inability of the government in providing education evenly including arranging for early childhood educators, it is not only the cause of the disparity between the level of education in both urban and regional levels. This problem is further complicated because the government's policy in the field of early childhood education has not been supportive of those who are less capable.

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