



## Early Childhood Educators and Teachers in Indonesia (A survey of the Conditions of Teachers Early Childhood in 5 Major Cities of Indonesia)

R. Sri Martini Meilanie<sup>✉</sup>

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Faculty Of Education - Jakarta State University

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### Abstract

Early Childhood Educators and Teachers phenomena in Indonesia today can be said there has been no significant improvement of the quality aspect to profesional and mental readiness in carrying out the functions and duties of the principal. Regulation to improve the quality of the profession with the demands of strata S1 for early childhood educators and teachers not yet fully implemented. There are still many educators and early childhood teachers who have not reached the strata S1 moreover, educators and early childhood teachers similar (non-formal), where for educators and early childhood teachers (non-formal) is still widely managed by the PKK that basic education is still very heterogeneous. This can be confirmed by the findings of the study nearly 50% of educators and teachers have a background in high school education up to S1, even for similar early childhood educators and teachers there who have a background in primary education 6%, secondary 11%. While educators and early childhood teachers who have the educational background that does not comply with the demands of the profession at 38.6%. The above conditions are caused because of the jobs that are considered the easiest and many educators and teachers are becoming even more into early childhood teachers. 39% respondents expressed that early childhood teacher was a very easy job. They only singing, clapping, playing, and calming the students when they are in a bad mood. Society in general has not been widely realized that early childhood is a very fundamental stage in order to form and mature children. If at this stage the process of formation and maturation of children is not optimal, it would cause a possibility at a later stage the child will not mature so, the obstacles will be found in the learning process. Learning outcomes according to standards development as expected the government not be thought of educators and teachers (66.3%). What is certain early childhood educators and teachers in the field are able to make smart kid writing, numeracy and literacy needed for the provision of enrollment in primary school (49%). People still think of early childhood is not so important that the focus on learning experience is not too optimal, early childhood learning course played only later when the child in primary school. Not to mention the cultural factors that shape the mental profession of early childhood educators and teachers are still considered weak. Mental "nrimo" accepted all the conditions of educators and teachers without any action to change the condition becomes more advanced.

### How to cite

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<sup>✉</sup>Corresponding author:  
Faculty Of Education - Jakarta State University  
E-mail: [pgpauud@mail.unnes.ac.id](mailto:pgpauud@mail.unnes.ac.id)

## INTRODUCTION

Being an educator is a matter of conscience that has romance and full of idealism, because educators are exciting challenges of life, not merely a profession which is currently the easiest to get a job and work with ease and is not difficult. Most people thought that to become an early years teacher is about flipping arm; singing, dancing, clapping, can play with children and be able to care for children (especially calming children who are sulking) plus working half day/part time, really comfortable.

However, to be an ideal educator there are many things to do. The teacher's sound of a heart will be able to open the dimensions of the conscience of the students. It is not easy to be a successful educator, as there are states that being a good teacher should be armed with a variety of tips that can't be learned or transmitted spontaneously. Being an educator is a piece of art in human life, in which each individual has different capabilities.

The growth of educators in the character of a person is a relative term. There are people who stand out in these problem, some are not paying attention to the problem of educators, though actually has significant potential, for example from the the education point of view, diverse job, and responsibility for future generations. To cultivate the ability to educate this person should have a higher awareness but extensive life experience, and willing to always in contact with the problems in the vicinity.

Educators have a universal nature. Because of its responsibilities, educators also have direct access to other fields such as management, health and nutrition, psychology and child development. Being an educator and teacher, is a continuous process which puts the human person in the expanse of the continuum toward the fullness of life. Educators and teachers seem to have to have a number of attributes that appear from the place where it belongs, namely the attributes attached to the role played in the process of acculturation in society. Educators and teachers with so grows out of the awareness and informal education process experienced by man throughout his life. He learned not from formal educational institutions, but from life experience that has experienced a continuous basis.

When we look at some of the elements of existing studies, the educator is a man whose main function in him to cultivate concretely existing potential, the common interest. Educators are human beings associated with conscience,

have cultural awareness, and have a high self actuality to be at once had, Harefa (2000).

In fact, today there are many educators and teachers in Indonesia, especially early childhood teachers who do not understand and realize the tasks and functions well. There are still many people who choose to be a teacher just looking for money to live, having a job despite not undertaken in a professional manner. With the existing financial limitations of the individual educators and teachers try to legalize themselves as early childhood teachers with continuing studies of the Diploma 1 through Strata 1 managed by public and private sector institutions. Educators and teachers also did not understand that the diploma is not the same as strata 1, they understand that people, especially educators and early childhood teachers college. They do not understand the regulations and competencies that must be owned to the status of teachers as a profession professional. Teacher also have to develop themselves and adapt to the development, including the development of science and technology

Symptoms of the decline in the teaching profession is not only happening in Indonesia, but it is a world phenomenon. Most likely, according to Tilaar (2002), this is because the teaching profession can't compete with other professions. Because the propensity of an age now been sandwiched between materialistic and consumptive culture. In this position, attempts to fix the fate of the teacher becomes increasingly difficult. During this educational reform, teachers who are shareholders of the nation's education must tracing and examined its position in line with the efforts to education in Indonesia. This need is urgent and requires the involvement of all parties is not limited to technical aspects of the commitment or work alone, but also should be a national movement to increase human resources.

### Formulation of the problem

From the observations made by researchers at the time of the initial survey, existing problems can be formulated as follows:

Why many educators and early childhood teachers who have the educational background is not in accordance with professionalism

What caused many early childhood practitioner do not have Strata level?

Do educators and early childhood teachers in Indonesia understand the characteristics of learning for Early Childhood.

What are the learning outcomes target which in accordance with child development standards that must be achieved?

## METHOD

The method used is qualitative type of survey research. This method is used for the purpose of collecting data on a phenomenon or social reality by way of describing phenomena that arise with regard to conditions of early childhood educators and teachers in Indonesia.

This study was conducted in five major cities in Indonesia, Medan, Jakarta, Yogyakarta, Surabaya and Makassar. 5 cities have been selected for all five cities is considered quite representative population of the major cities that are in Indonesia. While the process of collecting data in this study conducted during February to June 2015.

Data collection tool used were interviews and questionnaires. The data analysis process and the research findings classify the findings of research into indicators that have been set. Then performed a descriptive analysis of research findings.

## RESULTS AND DISCUSSION

### Research findings

From the findings of research on the background of education, educators and teachers of early childhood education (including early childhood equivalent) in 5 major cities almost 50% have a background in education are still heterogeneous around the high school up to S1, even for Early Childhood kind still exist educators and teachers educational background discount rate of 6% elementary, junior 11%.

Findings educational background below S1 may still exist, because when the government imposed a program of "education for all", the government, especially the Ministry of Health in collaboration with the Ministry of Education and Culture to encourage the community to carry out education movement by establishing early childhood run on non-governmental (Early Childhood similar). Where the movement is driven by a local PKK wants to spend time, have a place that is not so broad as well as a concern for the ECD. In this case the PKK is not selective capture educators and teachers are needed. Most importantly the program and seen no activity for local Early Childhood.

While the persistence of early childhood educators and teachers who have the educational background that does not comply with the demands of the profession at 38.6%. It is very diverse reasons, there are respondents stated that being educators and early childhood teachers to

spend leisure time after marriage and does not work anymore. Some claimed jobs hard what's wrong with being early childhood teachers, can work part-time, does not require long preparation, and some have claimed to amuse themselves.

Educators and early childhood teachers who responded to a total of 39% said that it was easy to teach early childhood, do not need to memorize the subject matter, sufficient to guide the child can numeracy, writing, drawing and reading. Given the subject matter is not deep, still about arithmetic addition and subtraction as well as singing. It can be implemented educators and teachers for a short study time is 2 hours. While the process as a result of learning is not overly concerned, even there are educators and teachers who claim not achieved the standard expected developments such as the government is not thought to be an educator and teacher for the achievements of education (66.3%). What is certain early childhood educators and teachers in the field are able to make a smart kid write numeracy and literacy needed for provision of enrollment in primary school (49%).

Furthermore, the findings of the survey are still a lot of early childhood institutions are managed as it is, not professional (58.7%). This condition visible on early childhood institutions are categorized as lower middle, especially in early childhood institutions alike. This is indicated on the display setting of the school and classroom, learning tools are still lacking, discipline applied to educators and teachers, educators and children and the elderly, even educators and teachers had been recruited not fit the standards of professionalism. The manager stated that the agency is managed amicably, in order to create a good relationship with the community so that people loved and still willing to send their children and grandchildren to the agency. In addition, the existence of "what is" in the management of this institution expressed as a form to reduce operational costs while the purchasing power of people around the very diverse institution.

Last is a picture of early childhood educators and teachers that ideal by managers and educators and early childhood teachers are individuals who have been able smoothly to teach independently removable. Educators and teachers who have a personality that is courteous, kind, able to socialize with fellow peers, parents and children. Educators and teachers are respectful and courteous to school leaders and foundations, educators and creative teachers who want to go ahead and open up to development. Educators and teachers were disciplined and did not incite

peers and not so demanding.

### Discussion

Strata 1 regulation of early childhood teachers should not be followed by a deep meaning and are actually quite heavy for educators and teachers. Upgrade themselves early childhood teachers in Indonesia to be S1 is currently only limited obligations/demands of the government to get the benefits of certification / professional only. But it has not been followed by the self-improvement of the quality aspect, so if you see on the field this condition still look unbalanced between educational background girded with the quality of work as a result of the qualities that have not yet been fully realized and by teachers of early childhood education in Indonesia.

In reality there are many private and similar early childhood teachers in Indonesia who already have a diploma S1 but still want to receive an honorarium / salaries below the minimum wage far below even local regional, there is only set to earn in the range of 300-700 thousand rupiah, but for institutions Early Childhood pretty professional willing to pay salaries of educators and teachers over 3 million course with the quality demands of work more professional. In addition as a result of lack of understanding and self-awareness of the profession to which it aspires, there are still many factors that affect mental educators and early childhood teachers in Indonesia. One is the cultural factor. Mental Indonesian people in general still lack the willpower to move forward and continue to grow, the culture of "nrimo", a culture that wants to casual work that can earn big, culture search experience, and cultural springboard greatly affect the formation of the mental attitude of educators and teachers in general. That in the end all these cultural attitudes, many early childhood teachers bring teachers especially in Indonesia stagnated, running in place without a process of self-development is significant.

As a result of the strong influence of cultural factors, lack comprehension and awareness to upgrade themselves, educators and early childhood teachers in Indonesia is still at the level of duties and obligations as a teacher who is looking for money to help supplement the family income. Not yet at the level to think about how to continue to be able to actualize themselves, still exist and are used by the agency. The impact of all of this can be seen from the lack of teachers to improve the quality of learning that its responsibility in school or in the classroom. Processes and learning activities that teachers can be said simply

"copy and paste" of activity in previous years, or if there is a difference even then obtained from educators and other teachers of the school who happened to meet on the same activities.

The focus of early childhood educators and teachers to the learning process can't be fully expected, to overcome the need to improve the role of the principal in implementing internal supervision within the framework of the promotion and development of human resources under his direction. But, unfortunately, this rarely occurs in early childhood institutions that exist. No external supervision and even then more on the things that are administrative only. Only institutions with professionals who can provide coaching and development for educators and teachers.

Future plans professionalization level teachers must continue to be evaluated so that we get a figure of a teacher who always can improve its ability to continuously, which can sell themselves with a high selling price and appropriate for the profession to which it aspires. Early childhood teachers in Indonesia in the future have the courage to declare its capabilities, early childhood teachers in Indonesia in the future is not just a duty and earn money by teaching.

In the end the Government will give legitimacy to the guarantee institution to improve the quality of education, with a number of technical and operational capabilities needed, so that teachers can print with a quality that deserves to be called a teacher. So far, to consider the elements of ethical and moral formation needed by a teacher. Quality assurance education institutions should also be responsible for fostering loyalty and dedication of an educator in addition to personal well-being that is the minimum standard must be owned by a community of educators.

Furthermore, in other words, the teacher is not a favorable option. Career early childhood teachers in Indonesia is no different from the position of civil servants in general. Being a teacher is tantamount to choosing a career as a civil servant all limited. Guru is like as a salaried employee with a system of labor relations and employers. Some of them became private teachers are even more miserable, because they work on the foundations that have schools with lower levels of well-being. Many of those who become temporary teachers in the public schools and teachers remain the foundation, choose a career as a teacher because employment opportunities are very limited and they generally do not have additional skills to support their work.

## CONCLUSION

Of the issues surrounding early childhood educators and teachers in Indonesia, as well as several other variables, it can be said that this profession they must be able to accept and face diverse challenges. In general, these challenges include:

From the aspect of financial well-being, the teachers did not get paid well and did not have a sufficient level of welfare for families.

From the aspect of career development, the teacher does not have to develop themselves. Appointment become a public school teacher is not easy, partly because of government budget constraints. The promotion and professorship had been following the rules are very strict, is of course very slow appointment and coaching careers or their positions.

The number of early childhood educators and teachers who have the educational background is not in accordance with the professions and education levels are still lower the selling price of educators and early childhood teachers for certain areas to be low.

Impact of early childhood educators and teachers, especially in carrying out their duties and functions only to fulfill teaching obligations he had to do not think about how the quality of learning accomplishments.

There are still many institutions that are less supportive of learning processes and activities optimally so that the completeness of the means of learning is not a top priority.

There are still many institutions that impressed manager has not seriously handle the process and learning activities for the AUD.

From the aspect of scientific development, teachers do not have adequate access area. Communities teachers paced life is limited, the fact that their community is not cultivator science, but closer to the developer adherent culture. The

school curriculum is always bound to a solid syllabus will be a strong political message.

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