

**The Satisfaction Level of Early Childhood Educational Institutions On The Performance of Teachers As Graduates from Early Childhood Educational Study Program (Study on Kindergarten in central Java Province)****Amirul Mukminin[✉], Edi Waluyo, Diana**

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Abstract

This study has a purpose to determine the satisfaction level of early childhood educational institutions on the performance of the teachers as alumni from early childhood educational program, to find out which competencies are considered to be the main aspirations by early childhood educational institutions in Central Java Province. This research has a target to get a complete overview about the satisfaction level of the institutions to the alumni as a chance to improve the quality of graduates from Early Childhood Educational Study Program of Faculty of Education in Semarang State University. The initial phase of the study, a survey was conducted at a number of Early Childhood Educational institutions spread across 35 cities and/or regencies in Central Java, to identify and find out whether there are graduates from Early Childhood Educational Study Program of Faculty of Education in Semarang State University who works as teacher at these institutions. In the second stage, the researchers did a mapping to determine which institutions will be used as research samples. The third phase of research was conducted to acquire understanding of the satisfaction level from the samples. The target which was aimed in this research is to develop curriculum in order to improve the quality of graduates.

From the analysis result of the study, it showed that Early Childhood Educational institutions were satisfied with the performance of the graduates of Early Childhood Educational Study Program of Faculty of Education in Semarang State University which reached (58.41%).

Early Childhood Educational institutions in Central Java would expect that the personality competence to be the first priority to be developed in the Early Childhood Educational Study Program in Semarang State University (36.84%), while the second priority is pedagogical competence (39.48%), professional competence (2.63%) becomes third priority and social competence (21.05%) become the last priority which need to be developed.

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INTRODUCTION

The teachers condition in Indonesia keeps being under the spot light, this is because the quality of education has not improved. Many problems which occurred as the impact of teacher unprofessionalism; including the quality of learning, less harmonious relationships between peers, the relationship between teachers and parents, some cases of violence which committed by teachers to children, including a lot of sexual harassment by teachers on their students lately. This illustrates that there is a fairly basic problem that occurs with the teacher, which is the responsibility of all parties and not only burdened to the teacher alone.

Most of the teachers do not possess adequate professionalism abilities to carry out their duties as referred in the article 39 of the 2003 Law No. 20 such as planning learning process, implementing learning process, assessing learning outcomes, conducting mentoring, conducting training, conducting research and conducting community service. The low quality of teachers is caused by teachers or instructors who does not teach not based on their competence. For example, a teacher who has a basic education in Sociology, but is required to teach skills, which is actually not his competence. This case really happens if we would like to observe the real situation on the field. The government itself has a role which allow such a case become a problem because there is no clear regulation which prohibit teachers to teach a subject which is not in their fields of science.

In accordance with the 2005 Law No. 14, a teacher is required to meet four competencies to qualify as professional teachers, which are pedagogical competence, personal competence, social competence, and professional competence or the mastery of teaching field. These first three competencies will be effectively deepened, if a teacher is educated in the teacher's dormitory. Whereas the fourth competency will be more effective if carried out in the classroom.

As stated by Kentar Budjono in a journal about Early Childhood Education that some of the deficiencies that occur in the components improvement process of early childhood education are about the teacher. One of which is the ability of teachers to manage and implement curriculum in everyday learning (Kentar Bodjono, 2013:40).

Another deficiencies is that educators lack of innovation and creativity in the learning process which as an impact, they cannot deliver the teaching materials properly, which make it

hard for students to understand and even make them to become uninterested to the learning process. In this case the Educational Personnel Education Institution (LPTK) also has a significant contribution to the quality of teachers, including the Early Childhood Educational Study Program of Faculty of Education in Semarang State University.

Early Childhood Educational Study Program of Faculty of Education in Semarang State University as one of the study programs which has been established since 1996 is a development of the Diploma program, has succeeded in producing thousands of early childhood educators which spread throughout the country. With this success, it is a necessity for Early Childhood Educational Study Program of Faculty of Education in Semarang State University to conduct an evaluation of its graduates, at least to look for information about the competencies of graduates who work at Early Childhood Educational institutions in order to improve the quality of graduates in the following year. So the purpose of this study is to analyze the satisfaction level of Early Childhood Educational institutions on the performance of alumni who work as early childhood educational teacher in Central Java Province and analyze which competencies are considered as the main aspirations of Early Childhood Educational institutions in Central Java Province to be developed for students in the Early Childhood Educational Study Program of Faculty of Education in Semarang State University. This research is important considering that there must be a compatibility between the competencies of graduates of the study program with the needs of the community.

RESEARCH METHOD

This research was conducted as a quantitative research. the subjects of this study were the school principal and peers of early childhood educational institutions which there were alumni from the early childhood educational study program of faculty of education in semarang state university. Data will be collected in two ways, which are a questionnaire is a self-response of a subject to the statements which were made based on the characteristics of teacher competency as regulated in the early childhood educational teacher's standard competence according to 2007 law from minister of education no. 16, and focus group discussion activities involving the representation of research subjects and

professional associations. The data analysis technique used in this research is a descriptive technique, which was chosen with aim to describe the whole data and both of quantitative and qualitative information obtained from the field.

RESULTS AND DISCUSSION

A. The Overview of Research Location

Central Java is a province in Indonesia which is located in the central part of Java Island and its capital city is Semarang. The province is bordered by West Java Province in the west, Indian Ocean and Yogyakarta Special Region in the south, East Java in the east, and Java Sea in the north. Its area is 32,548 km², or about 28.94% of the area of Java. Central Java Province also includes the island of Nusakambangan in the south (close to the border of West Java), and the Karimun Jawa islands in the Java Sea. Geographically and culturally, Central Java sometimes also covers the area of the Yogyakarta. Central Java is known as the "heart" of Javanese culture. Nevertheless in this province there are also other ethnic groups who have different cultures from the Javanese like Sundanese in the border area with West Java. In addition there are also Chinese-Indonesian, Arab-Indonesian and Indian-Indonesian citizens spread throughout the province. Since 2008, the province of Central Java has developed Sister Province relations with the Fujian province in China. Central Java is divided into 6 (six) residencies, 29 regencies and 6 (six) municipalities.

Data on the number of Early Childhood Education Teachers in Central Java have experienced quite dynamic changes from year to year, it shows that the profession as Early Childhood Education teachers is a concern to the community especially in Central Java Province, as illustrated in the following table:

Table 1. Early Childhood Education Teachers in Central Java

No.	Year	Number of Teachers		
		Civil Servant	Private	Total
1.	2014/2015	1 155	44 168	45 323
2.	2013/2014	957	48 030	48 987
3.	2012/2013	866	45 362	46 228

Source: Education Department of Central Java Province

B. Overview of Respondents' Characteristics

There are 40 respondents in this study which consist of 20 principals and 20 peers who are spread out in the regencies/cities in Central Java. Table of Characteristics of Respondents

Table 2. Respondents' Characteristics

No.	Name of City	Kepala	Sekolah
1	Semarang	5	5
2.	Pati	4	4
3.	Surakarta	2	2
4.	Kedu	4	4
5.	Pekalongan	2	2
6.	Banyumas	3	3
	Jumlah	20	20

Considering the little number of graduates from Early Childhood Educational Study Program of Faculty of Education in Semarang State University, and their unequal spread through the Province. But based on the data that is presented in table above, even though there are only 6 regencies/cities which were chosen as representative, but these regencies/cities are located separately throughout the Central Java Province. In addition, the number of teachers in some of

Early Childhood Educational institutions which are less than 3, made the researchers decided to not take these institutions as a sample to avoid bias. Finally, from the 40 questionnaires distributed, only 38 returned.

C. Level of satisfaction of early childhood education institutions on the performance of early childhood education teacher education alumni in Central Java Province in 2016

Under 2005 Law no. 14 Article 2 Section 11, it stated that teachers have the position as professional workers in basic education, secondary education, and early childhood education in the formal education that are appointed according to law. While the term professional worker in that Law has already been explained in Article 1 Section 4 which states that professionals are work or activities carried out by someone and become a source of living income which requires expertise, skills or abilities that meet certain quality standards or norms and require professional training.

Meanwhile, in 2005 Law no. 14 Article 1, teachers are defined as professional educators with the main task of educating, teaching, guiding, directing, training, evaluating, and evaluating students in early childhood education through formal, basic education, and secondary education. Thus, teacher competence is a collection of knowledge, abilities, and beliefs that a teacher possess and is displayed in the teaching situation. In other words, teacher competence is a set of knowledge, skills and behaviors that must be possessed, internalized, and mastered by the teacher in carrying out professional tasks.

Furthermore, 2005 Law no. 14 Article 10 Section 1 explains that there are 4 teachers' competence as referred in the Article 8 which are obtained through professional education. They are pedagogical competence, personality competence, social competence, and professional competence. From the results of this research analysis, the institutions which hired graduates from Early Childhood Educational Study Program of Faculty of Education in Semarang State University are satisfied (58.41% of Early Childhood Educational institutions are satisfied with the performance of graduates). The level of satisfaction of Early Childhood Educational institutions on graduates' performance is explained in more detailed manner in

accordance with the explanation of teacher's competence as follows:

1. Pedagogic Competence

Pedagogic competence is the ability to manage students which includes an understanding of students to bring out the various potentials they have. For example, being able to decide why, when, where and how one certain material could support the teaching objectives and how to choose the types of material suitable for student learning needs. Judging from the ability explained above, 32.02% Early Childhood Educational institutions are very satisfied with the performance of the graduates in their pedagogical competencies, 64.04% of institutions are satisfied with the graduates performance and as many as 3.94% of institutions feel quite satisfied with the performance of the graduates in their pedagogical competencies.

2. Personality Competence

Personality competence is an ability which is showed as a steady, stable, mature, wise, authoritative, noble personality which can be a role model for the students. For example, always present themselves as a person who is steady, stable, mature, wise and authoritative. From the ability explained above, 49.47% of Early Childhood Educational institutions are very satisfied with the performance of graduates in their personality competencies, 48.95% of institutions are satisfied with graduates performance, and as many as 1.58% of institutions feel quite satisfied with the performance of graduates in their personality competencies.

3. Social Competence

Social competence is the teachers' ability to communicate and interact effectively and efficiently with students, fellow teacher, parents or guardians of students, and the surrounding communities. For example, able to show contribution to the development of education in schools and the community. From the analysis of this study, it can be seen that as many as 38.01% of institutions are very satisfied with the performance of graduates in their social competencies, 58.77% of institutions are satisfied with the performance of graduates in their social competencies and 3.22% of institutions are quite satisfied with the performance of graduates in their social competencies.

4. Professional Competence

Professional competence is the ability to master the learning material as a whole which enables teachers to guide students to meet the standard competence established in the National Education Standards. For example, the ability to plan teaching and learning processes. Further characteristics regarding teacher competence are also regulated by government regulations. From the ability as explained above, as many as 29.55% of institutions were very satisfied with the professional competencies of graduates, 58.77% of institutions were satisfied with the professional competencies of graduates and 11.58% of institutions were quite satisfied with the professional competencies of graduates of the Early Childhood Educational Study Program of Faculty of Education in Semarang State University.

D. Competencies which are considered to be the main aspirations of Early Childhood Educational institutions in Central Java Province and expected to be developed for students in the Early Childhood Educational Study Program of Faculty of Education in Semarang State University

The teacher plays a vital role in the world of education, because the teacher is directly involved in the formation and development of students' intellectual and personality. Therefore, teachers are often played as role models and even self-identity figures, thus teachers must have adequate behavior and abilities to carry out their duties properly. Especially in the teaching and learning process that takes place in the schools, optimal learning results are much influenced by the components of the teacher itself in teaching process. These components include the skills to open a lesson, use a variety of teaching methods, skills in using media, skills to provide reinforcement, verbal and nonverbal skills, questioning skills, conducting assessments and closing lessons. All of these will show the teacher's skills in teaching.

The Educational Teaching Education Institution (LPTK) as a printing agency for educational personnel is highly responsible to ensure the graduates to have the skills mentioned above which are included in 4 (four) competencies. From the results of a research analysis to determine the expectations of Early Childhood Educational institutions for which competencies should be a priority for improvement, the researchers could find the

result as follows. There are 15 Early Childhood Educational institutions desire personality competency to be the first priority which needs to be developed, pedagogical competence to be the second priority, professional competency to be the third priority and social competency to be the last priority to be developed, clearer Early Childhood Educational institutions' aspirations about competencies that must be developed in the Study Program.

CONCLUSION

1. From the results of the research analysis, it shows that Early Childhood Educational institutions are satisfied with the performance of the Early Childhood Educational Teacher who are graduated from Early Childhood Educational Study Program of Faculty of Education in Semarang State University which reached (58.41%).
2. Early Childhood Educational institutions in Central Java Province preferred personality competencies to be the first priority to be developed for students in the Early Childhood Educational Study Program of Faculty of Education in Semarang State University (36.84%), while the second priority is pedagogical competence (39.48%), professional competence (2.63%) becomes the third priority and social competence (21.05%) becomes the last priority to be developed.

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