



What happened to the first squad: A tracer study on the first graduates of an Early Childhood Teacher Education Department in Central Java Indonesia

Edi Waluyo 

Jurusan Pendidikan Anak Usia Dini, Fakultas Ilmu Pendidikan, Universitas Negeri Semarang,
Indonesia

Info Artikel


Sejarah Artikel:
Diterima September 2013
Disetujui Oktober 2013
Dipublikasikan
November 2013

Keywords:
study; teacher; early
childhood; education; central
java

Abstrak

In 2007, Semarang State University (SSU) founded its Department of Early Childhood Teacher Education. The Department is also the first provider of degree level of preschool teacher education in the Province of Central Java Indonesia. Despite its young age, the Department has soon become a reference institution at the provincial level. The Department, however, has been struggling for its curriculum improvement. This is partly also due to the fact that until 2007 there was only one degree-level preschool teacher education provider, for which curriculum evaluation seemed not a necessity. For the purpose of its curriculum improvement, the Department conducted a tracer study of its first alumni. It aimed to identify their personal and social acceptance and their role at the institutions they work for. The Department expected, based on the data on these matters, to develop its curriculum, academic program, and institutional management improvement plans. 46 alumni teachers and 35 principals in whose centers the alumni work were involved. This study found that the alumni seemed to have no problem with their personal and social acceptance. Of those studied, 97.45% said to be confident with their ability in lesson planning and with their mastery of lesson contents. Most alumni also said that they have benefited from all courses, both the theoretical and the practical, they did during their university study, meaning that the Department curriculum is professionally relevant. Unfortunately, this was accompanied by a trend that no alumni offer alternative practice. In fact alternative practice is the very content the Department's course on Curriculum Development they learnt. This could be because they are limited by the government regulation or by their centers they work for. Yet, somehow, from an academic point of view this is a daunting situation.

© 2013 Universitas Negeri Semarang

 Alamat korespondensi:
Gedung A3 Lantai 1 FIP Unnes
Kampus Sekaran, Gunungpati, Semarang, 50229
E-mail: pgpaud@mail.unnes.ac.id

ISSN 2252-6374

INTRODUCTION

Study of PG-ECD program was established on September 28, 2007, in accordance with the decree of establishment 2892/D/T/2007 numbers. PG-ECD FIP UNNES is one of courses that has a duty to educate the ECD's teacher. Until now many students have graduated and worked in various early childhood education institutions, both formal and non-formal. This research was done to determine the acceptability of self, social acceptability alumni and how big a role of alumni in educational institutions. The purpose of this study in order to evaluate the program of study related to policies related to curriculum, classroom management and the administration of PG-ECD study theoretically and practically.

In accordance to UU of R.I. No.14, 2005 about Teachers and Lecturers, teachers are required to have academic qualifications, competence, educator certificate, physical and spiritual health, as well as having the ability to achieve national education goals. While academic qualifications gained through college degree program D4 program. Later on Government Regulation No.19 of 2005 on National Education Standards which states that teachers in early childhood/kindergarten/Ra must have a minimum education qualification of Diploma Four (D IV) or Bachelor (S1) early childhood education or psychology obtained from an accredited institution.

Permendiknas No. 58 of 2009 about Early Childhood Education Standards describes that the standards of ECD consists of four groups, they are: (1) the standard level of achievement of development, (2) Standards of teachers and, (3) standards for content, process, and assessment, and (4) Standard facilities and infrastructure, management, and financing.

Study of PG-ECD programs UNNES FIP, as one of the institutions that are tasked by the government to educate the candidate of PG-ECD teachers. Study of PG-ECD program in 2012 has been passed by 46 alumni who are scattered in several regions in Central Java. Expectations of the course, all alumni are

accepted by institutions of early childhood education.

Learning curriculum PG-ECD Program FIP UNNES apply semester credit system which amounts to a minimum of 144 credits. While graduates are expected to have competence : professional competence, pedagogical competence, social competence, and personal competence.

To find out the acceptance of alumni, this study examines the self-acceptance and social acceptance as a reference that PG-ECD program has fulfill the alumni needs of early childhood institutions where they teach. In addition, to determine participation in early childhood institutions for alumni ECD UNNES PG courses.

From the background of the research above, the problems of the research are: how is the self-acceptance study program alumni at UNNES PG-ECD, how is the social acceptability of early childhood education graduates PG courses UNNES; how is the role of the alumni PG-ECD UNNES study program in educational institutions. Moreover, the results can be used as an over view of the state of the alumni, course development, policy making, and the development of theoretical subjects.

Theory of acceptance

E.Toole in the free encyclopedia Wikipedia said that acceptance is a state of acceptance or a consent to what is happening now. Response to what is happening in life. An approval of a person to the reality of situation, identify the processor condition (often a negative or uncomfortable situation) without attempting to change it, protest or out. Kinds of self-acceptance are acceptance, social acceptance, and conditional acceptance or qualified, acceptance is presented, implied acceptance, and acceptance beliefs.

Self-acceptance according to E. Toole in Wikipedia the free encyclopedia is an agreement to himself to appreciate, validate, accept and support himself, love and happy about himself now. For examples, the reception of someone to the education he has received at this time as

alumni. One day he maybe wants a higher education or develops to broader knowledge. Someone may have a dream, but there are advantages to education now. So be happy with the education that has owned now and still dream of a higher education.

Social acceptance can affect everyone. Someone can fulfill his acceptance through peer pressure, out of desire, and do the same thing with others to conform. In fact, Social acceptance for most of people are fit in with the others, act like their looks or refers to the ability to accept or accept the differences and diversity of people or groups.

The Alumni of PG-ECD FIP UNNES

Word "Alumni" in KBBI (Indonesian Dictionary) comes from the Latin word means the former student/student in a school/college. It means the graduate or graduate of a school or college. In this case it defined as the graduate from UNNES PG-ECD. Alumni of PG-ECD, amounting to 46 people are scattered in several regions, but the concentration of college are in two places, they are Tegal and Semarang. They graduated in 2010 and 2011 and have taught at the kindergarten ECD's institutions which are kindergarten and RA, there is also who working as a principal.

The meaning of Education Institutions

According to KBBI the word "institution" is an entity (organization) who intends to do scientific investigation efforts. Educational institution means the organization (organization) who intends to do business in the education field.

The educational path according to UU No.20, 2003 is a vehicle through which to develop the potential of learners in an educational process in accordance with the purpose of education. Qualification is the stage of education set by the level of development of learners, the objectives to achieved and developed ability.

Type of education is a group which is based on a special objective of an education. Education unit is a group of education services

which organize a formal path of education, non-formal and informal at all levels and types of education.

METHOD

The research is using descriptive survey method, with the population of the entire alumni of ECD PG-ECD UNNES and agency head, where the alumni work. The samples are 46 alumni of PG-ECD UNNES and 35 Principals. The research variables are self-acceptance, social acceptance and the role of alumni in social institutions. Meanwhile the data collection technique is using questionnaires.

The Measurement scale is the category scale with the type of scales is ordinal scale. The measurement of attitude is using scale, to measure the acceptability of alumni using Likert scale. This study is using four scale models, which are very positive, positive, negative, and very negative. The research instrument is using Likert scale made in the form of a checklist or multiple choices.

RESULT AND DISCUSSION

Results

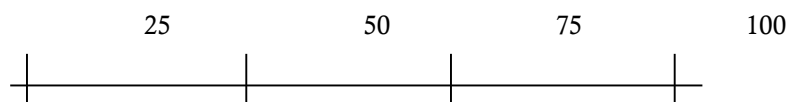
From 46 Alumni, who taught at the kindergarten, there are 40 people or 87% of alumni teaching in kindergarten institution. There are 4 people or 9% did not fill out the identity of the institution, and 1 or 4% teaching in Raudhotul RA. Meanwhile, for the principals for as the respondents are 35 people. From alumni data and the principal obtained the following results:

Self-acceptance

Self-acceptance alumni of academic ability : The respondents are 46 and 115 questions, so the item total score $46 \times 115 = 5290$. Questions that respondents answered are very positive that there are 2024 items worth 4, while the respondents answered questions with positive answers worth 3 there are 3266 items. The Academic Indicators Ability: Mastery of learning materials, teaching preparation,

knowledge of the management ECD, the usability level of theoretical and practical courses to develop human resources and motivation.

Negative and very negative answer does not exist. Number of positive answers was very In the continuum can be described as follows :



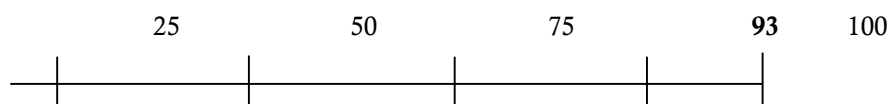
positive and there is $2024 + 3266 = 5290$ or 100%. So for academic ability as self-acceptance aspect of alumni who responded very positively and positively by 100%.

Self-acceptance Alumni Behavior :
 Number of respondents are 46; questions that have to be answered are 115 items, so the total score $46 \times 115 = 5290$. Behavioral indicators include: level of adaptation to the new environment, the level of problem-solving skills, behaviors and personal qualities of honesty,

courage, obeying the rules, the level of curiosity, searching and organizing experience level.

Very negative answer does not exist. Very positive and the positive answer are $1840 + 3082 = 4922$ or 93%. Whereas there are 184 items answered negatively or 3.5% and there are 184 items or 3.5% did not answer.

In the continuum can be described as follows:

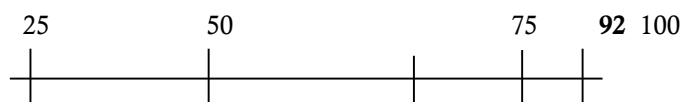


Self-acceptance Self-actualization Alumni:
 From the data that is obtained, can be explained that the number of 46 respondents and the number of statements that have to be answered are 10. Thus the scores are $46 \times 10 = 460$ items. Indicators of Self Actualization: Coverage PG ECD theoretical courses, practical courses PG scope UNNES early childhood, self-concept and self-motivation at this time, the current self-management, increased self-confidence after PG courses in early childhood UNNES, level of

desire for all levels of higher education. The desire to completing the study through courses, seminars, and other. Proud to be alumni of the PG-ECD UNNES, appreciate themselves as alumnus of PG-ECD UNNES and development and potential career.

Very positive answer is worth 4 of 200 items and positive answer is worth 3 are 225 items. So there are 425 or 92% of very positive response and positive. While there is a negative answer 35 items or 8%.

In the continuum can be described as follows:



Social Acceptability

Social Acceptability/social attitude of alumni : There are 42 respondents. There are 10 statements. The total are $46 \times 10 = 250$ items. Indicator of social attitudes : Sense : Adaptation with social situation, feeling as a teacher of

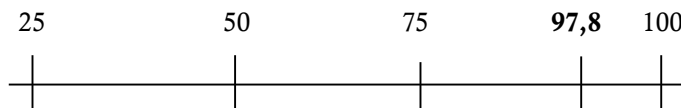
PAUD, social situation in the institutions, learning situation in the institutions. Intellection : Influence of the development of students' behavior, influence in the development of teacher and headmaster, the development of learning and institution qualities. Action :

Influence in the development of moral concept in institutions, influence in the development of the religion value, influence in the self-development of good or bad and whether or not for students.

There are 152 very positive answers or have grade 4 is around 33% and there are 298

positive answers or grade 3 is around 64,8%. There are 2 items of negative answers or 0,5% and there are 8 items or around 1,7% no answer. Total of very positive and positive answer are around 450 or 97,8% it means very close to positive.

The continuum can be described as follows :

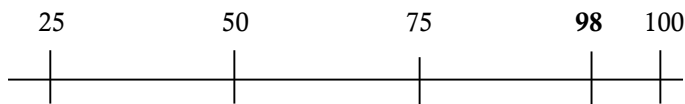


The alumni association : from the data which is obtained can be explained that there are 46 people from 7 statements. So, the total are $46 \times 7 = 322$ items. Social indicator : level of interaction fellow teachers and headmaster, level of students interaction, level of public acceptance of the profession, application to treat the children without discrimination, sense of empathy toward others, self-development of character, honest, certain character, morality and role model for

children and society, level of application of ethic code teacher profession.

There are 134 very positive answers or have grade 4 is around 42% and there are 182 positive answers or grade 3 is around 56%. There are 2 items of negative answers or 0,7% and there are 4 items or around 1,3% no answer. Total of very positive and positive answer are $134 + 182 = 316$ or around 98%.

The continuum can be described as follows :



The role of Alumni

There are 46 respondents and 8 questions. There are 368 scores. Participation indicator : Participation in leaning preparation. Preparation in learning activities. Participation in learning activities after of close. Participation in extracurricular activities, arts and skills. Participation in cognitive development of children. Participation in organization profession

: IGTKI/Himpaudi, group of PAUD. Participation in partnership organizations. Participation in organizations in society.

There are 140 very positive answers or around 42% and there are 216 positive answers or around 58,7%. There are 12 items of negative answers or around 3,3%. Total of very positive and positive answer are $140 + 216 = 356$ or around 96,7%.

The continuum can be described as follows :



Alumni self acceptance by the headmaster

From the data which is obtained from the questionnaire can be explained that there are 35

people. There are 13 questions. So, the total are $35 \times 13 = 455$ items. Indicator of self acceptance by headmaster : Respond/feelings being UNNES alumni, theoretical capability of alumni, practical capability of alumni, problem solving, proximity to relatives and others, application of theoretical course in institutions, application of practical course in institutions, sense of humor, increased self-confidence, level of desire to continue studying in higher level, level of desire to complete knowledge with

seminar courses and others, level of respect for cultural diversity, can appreciate itself and mastery of material learning.

There are 205 items very positive answers or have grade 4 is around 45,1% and there are 245 items positive answers or grade 3 is around 53,9%. There are 3 items of negative answers or 0,6% and there are 2 items or around 0,4% no answer. Total of very positive and positive answer are $205 + 245 = 450$ or around 99%.

The continuum can be described as follows :



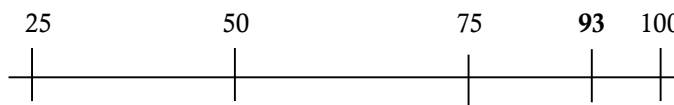
Social alumni acceptances by the headmaster

There are 35 respondents and 7 statements. There are $35 \times 7 = 245$ items. Social Indicators : Proximity with other relatives, sense of humor, level of respect for cultural diversity, interaction with fellow teachers, headmaster, and students, award or championship, application of ethic code teacher profession and concern about

the difficulties of a fellow teachers (difficulties of academic and social).

There are 108 items very positive answers or have grade 4 is around 44% and there are 120 items positive answers or grade 3 is around 49%. There are 2 items of negative answers or 0,8%. Total of very positive and positive answer are around 93% it means very close to positive.

The continuum can be described as follows :



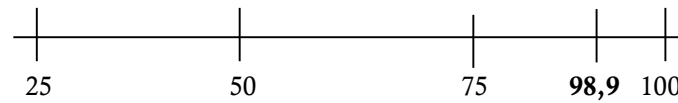
Participation of Alumni according to headmaster

There are 35 respondents and 15 statements. There are $35 \times 15 = 525$ items. Particapation indicator : Application of theoretical course in institutions, application of practical course, participation in organization profession, learning plan, in learning, after learning, public acceptance of the profession, participation in the development of the institutions, in PAUD group, PAUD

development, in extracurricular activities, in the improvement of students' art and skills, in the development of students' interests and talents, in motivating students and fellow teachers, and the increase in self-and peer career.

There are 250 items very positive answers or have grade 4 is around 47,6% and there are 269 items positive answers around 51,3%. Total of very positive and positive answer are $250 + 269 = 519$ or around 98,9% it means very close to positive.

The continuum can be described as follows :



Discussion

Self acceptance

Self acceptance is very important to know because of her acceptance to herself as PG PAUD UNNES alumni who feels high confidence and high self-esteem so it can accept that herself as high quality as as PG PAUD UNNES alumni.

Aspects of self acceptance are : aspect of academic capability, aspects of behavior and self-actualization. The results of reseach on PG PAUD UNNES alumni about self acceptance are : Academic ability is 100%. Aspect of behavior is around 93% and aspect of self-actualization is 97,8%. Self acceptance by headmaster is around 99%. So, the average of self acceptance is around 97,45%. It's close to very positive.

Self acceptance of alumni is very positive it means alumni can accept their own situations, agreement of themselves to appreciate, validate, accept, and support themselves.

Social acceptance

Social acceptance include social attitudes and relationships. The results of questionnaire of social alumni's attitudes is around 97,8% and social acceptance is around 98,1%. Acceptance from headmaster is around 92,9%. So the average of social acceptance is 96,27%. It means it's close to very positive.

Alumni social acceptance is very positive. Social acceptance is marked by ability to adapt with social situations. Proud of being teacher in PAUD institution, socially healthy, good learning situation, can influence the development of students' behavior, teachers' and headmaster behavior. It can give quality learning and institution, give exemplary action in accordance with the concept of moral and religious values, as well as the development of good action. Level of good society,

communication, public acceptance of the profession, can treat children without discrimination, and have a sense of empathy for the troubles of others.

Participation of alumni

In the participation indicator of alumni in PAUD institutions can organize profession and obtain the data of the answer that's very positive and positive is around 96,7%. The questionnaire of headmaster is obtained the data of the answer that's very positive and positive is around 98,8%. So, the average is around 97,75% or so close to very positive.

It's marked by doing learning preparation, in learning, and after learning. Active in extracurricular activities, arts, children's skills, cognitive development of children, child's interest and talent development, motivate students, as well as be able to motivate self-improvement and colleagues. High creativity can support the self-development, students, and institutions.

CONCLUSION

Based on the results of the research it can be concluded that alumni self acceptance is around 97,45% it's close to very positive, alumni social acceptance is around 96,27% it's close to very positive. Social acceptance is the lowest result. Participation of alumni in PAUD institution and organization profession is 97,75% it's close to very positive.

Suggestion

Suggested to PG Studies Program UNNES ECD remains always do the developments in order to improve the quality of courses and study programs increased PG and improving the quality of early childhood education graduates. Alumni also have to

develop themselves and adapt to the development, including the development of science and technology.

REFERENCES

- Azwar, Saifuddin. 2011. Human Attitudes. Yogyakarta: Pustaka Pelajar.
- Fauzi, Muchammad. 2009. Qualitative Research Methodology. Semarang: Walisongo Perss.
- Ghufron, M.Nur dan Rini Risnawita S. 2011. Psychological Theories. Yogyakarta: Ar- Ruzz Media
- Mangunhardjana, A. M. 2008. Developing Creativity. Yogyakarta: Kanisius
- Poerwadarminta, W.J.S. Kamus Umum Bahasa Indonesia. Jakarta: Balai Pustaka
- Sugiyono. 2010. Quantitative Approaches Educational Research Methods, qualitative, and R & D. Bandung "C.V.Alfabeta.
- Tolman, Edwar Chace. Axpectancy- value Theory UU RI No 20 Tahun 2003. About SISDIKNAS www.Wikipedia.EnsiklopediaBebas