



## Efficacy of Early Childhood Professionals Teacher Post Implementation Program Activity Against Childhood Cognitive Development 4-6 Years (A Case Study in Pos Paud Mawar I Sragen)

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### Abstract

*Education is one form or means in advancing science for society. At an early age children begin to work both through formal and informal environments. The quality of education itself is not only derived from the infrastructure but also of professional and competent educators in the field. Quality education is not only derived from the infrastructure but also of readiness of the volunteers or educators. Readiness or can be called with efficacy For most people do not understand what it is about the efficacy of both globally and efficacy in the field of education. The aim of this study was to determine the efficacy of early childhood professionals Heading towards the development of a teacher of cognitive abilities of children aged 4-6 years in Pos PAUD Mawar I Ngrampal, Sragen. In this research, using qualitative research methods, case study approach. Data collection technique used observation, interview and documentation in collecting data. Data analysis techniques with interactive models by triangulation as a technique for data validity. Based on the results of efficacy studies of Pos PAUD professional teacher Mawar I good enough that they can develop the cognitive abilities of students with a wide range of activities carried out by using the planning, implementation, evaluation and follow-up phases. The conclusion from this study is the efficacy of the Professional teacher Pos PAUD Mawar I of the program the organization of cognitive development Efficacy Professional teacher Pos PAUD Mawar I of the program activities of development of cognitive abilities indicated teachers to master the competence of educators by compose RKH, using various methods of learning, evaluating and assessment, establish communication or cooperation with communities, parents or fellow teachers.*

## INTRODUCTION

Education is one form or means of advancing science for society. Education itself has been started at an early age is from birth through age eight. At that age children have started to learn both through formal and informal environments. The quality of education itself is not only derived from the infrastructure but also of professional and competent educators in the field. Quality education is not only derived from the infrastructure but also of readiness of the volunteers or educators. Readiness or can be called with efficacy for some people do not understand what it is about the efficacy of both globally and efficacy in the field of education.

Global self-efficacy is a person's ability to assess the readiness or capable and not capable of carrying out anything to achieve the goal. Efficacy in social learning theory by Bandura (1997: 3) explains the "Perceived self efficacy Refers to beliefs in one's capabilities to organize and execute the course of action required to produce given attainments". Self-efficacy or self-efficacy is the individual's perception of confidence that the expected ability to perform actions. Selection self-efficacy beliefs affect actions to be carried out, the amount of effort and resilience when faced with obstacles or difficulties. Individuals with high self-efficacy choose to do business bigger and unyielding.

Efficacy in education for a teacher means a teacher confidence on the capability to organize and decide the steps needed in order to successfully fulfill the task of teaching and education in particular contexts (Tschannen-Moran et al., 1998: 33). Efficacy high teacher very beneficial for improving student learning outcomes (Nunn & Jants, 2009: 600), due to the high have a efficacy teachers have a major psychological energy to devote all the resources and potential for educational success.

Early childhood education consists of formal and non-formal education channels. In law No. 20 of 2003 Article 28 states that early childhood education can be organized through formal education, non-formal and informal. Early childhood education in formal form of Kindergarten (TK), Raudatul RA (RA) or other equivalent form. While the group play (KB), TPA, and Pos PAUD is an example of early childhood education through non-formal education.

Technical Guidelines on the books of Pos PAUD, early childhood education mention that the Pos PAUD is one example of early childhood education, which is managed by the community.

Pos PAUD aims to facilitate the public in participating in early childhood education because of a lack of educational facilities in their area. Pos early childhood is one form of government and public appreciation of the importance of early childhood education. Pos PAUD generally cooperate with the service BKB (BKB) and Integrated Service Post (Posyandu). Pos PAUD reserved for people who are not yet ready to include their children in a more intensive early childhood services either for reasons of dropping hassles, costs, and other factors (Kemendikbud. 2013).

In this study, researchers took one Pos PAUD which Pos PAUD Mawar I in the village Murong, Kebonromo, Ngrampal, Sragen Pos PAUD is quite different from other Pos PAUD in Sragen. Pos PAUD is taken based on the observation that researchers do in November. Pos PAUD Mawar I has an active schedule of learning activities, namely four days a week. Pos PAUD Mawar I shall record the stages of cognitive achievement every day. Pos PAUD Mawar I also held the cognitive abilities development activities conducted almost every day to develop the cognitive abilities of children aged 4-6 years. While Pos PAUD in Sragen besides Pos PAUD Mawar I still no one has organized a program of activities development of cognitive abilities. From some reason the researchers wanted to examine the efficacy of professional teacher to the development of Pos PAUD cognitive abilities of children aged 4-6 years in Pos PAUD Mawar I Ngrampal, Sragen.

### Efficacy of Professional Educators

Efficacy is the readiness or ability of individuals to assess themselves able or unable to carry out their duties in accordance with the objectives to be achieved by passing a wide variety of obstacles and constraints encountered. Thus efficacy for a professional educator is needed in carrying out their duties as educators.

It is important for professional educators to find out if its capabilities is appropriate or not with the standards of professional educators who have various competencies educators should possess as an educator. There are several principles of professional educators must possess an educator, among others:

Professionalism of teachers according to Act 14 of 2005 Article 7, paragraph 1 is an area of special work performed based on the following principles: (1) Having the talents, interests, vocation, and idealism; (2) Have a commitment to improve the quality of education, faith, piety and character; (3) Have academic qualifications and educational background according to field duty

; (4) Have the necessary competence in their respective sectors; (5) Has the responsibility for the implementation of the tasks professionalism; (6) Earned income determined in accordance with work performance; (7) Have the opportunity to develop professionalism, On going basis with lifelong learning; (8) Having the guarantee of legal protection in carrying out the task of professionalism; (9) Have a professional organization that has little authority to regulate matters relating to the duties of professionalism of teachers.

From the aspects of the efficacy of that magnitude, generality, and the strength that defines a wide range of efficacy that should be owned by someone in their duties in order to reach the appropriate destination when associated with the professionalism of the teachers and educators who will be as expected. Educators will easily face the challenge of difficulties in run the duties as a teacher, it will be easier to receive a response and stimulation in the form of experience from outside and apply it as a method useful, and educators will continue to strive to build confidence and trying to improve themselves increase the ability and knowledge in running profession.

### **Cognitive Development Program**

Arikunto (2004: 2) The program is understood to be two terms, namely in general and in particular. In general, the program can be defined as a plan or design activities to be carried out by someone in the future. Regular programs were specifically associated with a meaningful evaluation of a unit or entity which is the implementation of a policy which takes place in a continuous process and occurs in an organization that involves a group of people. So it can be interpreted that the program is a planning of the activities carried out in the future that comes from a policy that involves a group of people.

While cognitive development is an effort made to develop the cognitive abilities are developmentally appropriate. So the program of cognitive development is the action plan it contains elements aimed at developing cognitive abilities carried out by a group of people using a variety of suitable methods.

The goal of their own cognitive development is so that children are able to carry out the exploration of the surrounding world through the senses, so that the knowledge gained from the child can continue his life as a man who can empower what's in the world according to common needs. Through the development of cognitive thinking function can be used to quickly and precisely to resolve a situation to solve a problem

(Susanto, 2011: 48-49).

Based on 146 2014 Permendikbud about the curriculum in 2013 mentioned that the structure contains the early childhood education curriculum development programs include: moral and religious values, physical-motor, cognitive, language, social-emotional, and the arts. Cognitive development includes the embodiment of process maturity atmosphere for the development of thinking in the context of play. In this study of cognitive development program conducted through the learning process everyday. Cognitive development program conducted with the preparation of the program, program implementation, and follow-up program.

### **RESEARCH METHODS**

In this research, using qualitative research methods, case study approach. The qualitative research with case study approach is intended to obtain data in more detail and natural without artificial by researchers. So that the data obtained are natural in accordance with the state of the field. According Moleong (2006: 6) The qualitative method is research that aims to understand the phenomenon of what is experienced by the subject of the study such behavior, perception, motivation, action, and others, holistically and by way of description in the form of words and language, in a natural context and by utilizing a variety of natural methods. Whereas qualitative research with case study approach is a study which explores an issue with detailed restrictions, have in-depth data retrieval, and include a variety of resources (Satori and Aan, 2009: 3).

From the definition, it can be concluded that in this study were taken based on the existing problems in the field without being contrived and described in more detail and detail. Explanations in this study using words and language that is appropriate is not in the form of numbers. So that more can be expected of this study illustrate how the actual keaadaan field.

Data collection technique used observation, interview and documentation in collecting data. Data analysis techniques with interactive models by triangulation as a technique for data validity.

### **RESULTS AND DISCUSSION**

Efficacy every teacher in Pos PAUD Marwar I can be seen from their persistence in carrying out learning activities with modest means. The unyielding attitude in the face of any obstacle

les that exist in the field demonstrated through professional attitude as educators to provide maximum learning. According to Campbell (1996: 5) the efficacy of the teacher is a teacher belief that he can perform certain actions to influence student learning outcomes. As a cadre of professional educators perform a variety of actions to help improve the ability of students with various learning methods.

Teacher said to have efficacy if a teacher of professional competence as an educator. Competence in the form of personal competence, pedagogical, professional competence and social competence. Hall and Jones in Mukminan (2003: 2) which states competence is the revelation that describes the appearance of a certain *kemampuan* unanimously which is a blend of knowledge, skills and attitudes that can be observed and measured.

Competence was addressed by the KR 1, KR 2, 3 KR, KR 4 through interviews and observations in the field. According Permendikbud Number. 137 of 2014 early childhood educators are professionals in charge of planning, implementing learning, and assess the results, lessons learned, as well as coaching, training, nurturing and protection. Teachers and early childhood have the academic qualifications and competencies required healthy physical, spiritual / mental, and social.

In accordance with Permendikbud No. 137 of 2014 professional educator efficacy based on academic qualifications and competence of educators. Educators in the form of pedagogical competence, professional competence, personal competence and social competence. The four competencies of educators, Pos PAUD Mawar I enough to have each competence as an educator. Pedagogical competence possessed by the teacher Pos PAUD Mawar I addressed with the second informant interviews by saying manufacture RKH done together so it shows that the teachers to plan the activities. Making the plan of action is one of the sub competence of pedagogical competence. Pedagogical competence which includes the ability to design, organize, and develop learning materials carried out by teachers by making RKH and develop cognitive activities simply. besides making RKH cadres also conduct evaluations and make the results of the evaluation of student learning using progress notes and report cards.

RKH not only manufacture and evaluation of the students but also the teacher evaluation and self-reflection on performance. Their evaluation done by recalling deficiencies made

during learning so as they try to improve for the better. Performance evaluation and self-reflection is a form of professional competence that must be possessed an educator. Reflection is necessary to keep the individual spur more creative in developing innovative learning more and more interesting. Competent teachers will be able to create an effective learning environment and better able to manage her class so that student learning outcomes are optimal level. Teacher also training and seminars to improve their ability as educators. In accordance with the results of the interview, according to Finch and Crunklinton in (Mulyasa 2003: 81) defines competence as mastery of a task, skills, attitudes and appreciation, which is necessary to support success. This shows that the cadres are required to have the attitude, skill and a great appreciation in implementing learning activities.

In addition to professional competence and pedagogical competence of educators are also required to have social competence and personal competence. Social competence and personal competence shown by way of teachers maintain the attitude and good communication with fellow cadres and the surrounding communities. In accordance with the results of interviews and observations that show communication with fellow teachers.

The existence of good cooperation and openness among cadres suggests the creation of personal and social competencies that exist in every teacher but not only collaboration with Pos PAUD fellow teacher, but also required the good cooperation with the surrounding community. According Hamalik (2002: 41) professional teachers can not detach itself from areas of society. The part of teachers is their peoples and on the other hand, the teacher in charge participate promote community life. So that teachers play an important role in the progress of society and establish a good relationship with the community. in accordance with the standards of professional educators in Permendikbud No. 137 of 2014 in which listed a professional educator of educators are required to have pedagogic competence, professional competence, personal competence and social competence. Finch and Crunklinton (1979, in Mulyasa 2003: 81) defines competence as mastery of a task, skills, attitudes, and appreciation necessary to support the success. It shows that the competence play an important role in the learning process. So educators who master the four competencies educators can properly carry out its duties of teaching and can easily achieve the learning objectives.

Efficacy of professional educators can also be seen from their techniques to plan, implement, and develop learning which includes four competencies of educators. Four competence educator can be seen from how teachers implement instructional intact where teacher plays an important role in the development program. teacher development program undertaken Pos PAUD Mawar I is the development of early childhood cognitive ability in practice carried out with the good cooperation between fellow cadres and also the community or parents.

In developing the cognitive activity teacher perform some steps of the first form, the preparation of the program of activities that create a cadre RKH or plan daily activities. RKH made in accordance with the existing theme. RKH manufacture in which there are cognitive activities agreed upon by the teachers. Then do the implementation of the program is the implementation of learning activities interspersed cognitive activities. Cognitive activities can be the core or just a distraction in recap activities and the activities of the cover or lid further reflection / reflection is an activity at the end of the lesson in this activity are cognitive activities that are routinely carried out by cadres. The latter is a follow-up means cadres conducting evaluations conducted every day. Evaluation is done by using the record of development and use of report cards. evaluation results given to parents. As the reciprocal of the results of the evaluation of cadres, parents give suggestions or complaints about child development through discussions with teachers.

Some steps of the above activities shows the process of cognitive development through learning activities in which tuck additional activities or the activities of a distraction to develop cognitive abilities. Cognitive activities are often conducted in early childhood Pos Mawar I was beginning to count the cognitive abilities and problem solving.

According to Susanto (2011: 48-49) through the development of cognitive thinking function can be used to quickly and precisely to resolve a situation to solve a problem. In accordance with the pendpat problem solving is part of the cognitive abilities that exist in everyday life.

## CONCLUSION

Based on the research that has been carried out in the Pos PAUD researcher Mawar I, it can be concluded the following: Efficacy professionals teacher of Pos PAUD Mawar I of the program

activities of development of cognitive abilities by mastering cadres demonstrated competence of educators by compose RKH , using various methods of learning , evaluation and assessment , establish communication or cooperation with communities , parents or fellow teachers. Efficacy educators seen from qualifying as an educator that has four competence educator visible from the learning activities carried out by teacher . so in the implementation of cognitive development in Pos PAUD Mawar I covers all classifications of cognitive development Using the reference level of achievement of cognitive development according to the age of 4-6 years Permendiknas No. 58 is used as a reference in learning activities.

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