



The Preference of Choosing Topic for Arranging Final Project Title in Early Childhood Education at State University of Semarang Year Academic 2010-2015

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Abstract

The study was based on the variety of final project title which had been arranged by the students of the Early Childhood Education (PG PAUD) in State University of Semarang (UNNES). It caused the confusion of the students which would make a final project. The purposes of the study were (1) To know about the preference of choosing topic for arranging final project by the students of PG PAUD UNNES Year Academic 2010-2015, (2) To know the factors which raised the preference of choosing topic for arranging final project by the students of PG PAUD UNNES Year Academic 2010-2015, (3) To know what topic had not been chosen by the students of PG PAUD UNNES for arranging final project Year Academic 2010-2015. The study used descriptive method which utilized quantitative approach. The data collecting was gathered by using interview and documentation. It took PG PAUD UNNES as the research location. The informant was consisted of one Head of the Program and three supervisors of the final project. The data analysis used analysis descriptive statistics, crosstab, and Chi Square analysis by using SPSS version 19. The result gathered from 240 final projects of PG PAUD UNNES Year Academic 2010-2015 showed that: 50 topics were about the Early Childhood growth and development; 32 topics were about educator and the educational staff; and 158 topics were about learning process of Early Childhood. (1) The students chose the topics about the learning process of Early Childhood, (2) The preferences background were because the students looked only the previous final projects and lacked of reading habit, (3) The material or subject of final project topic rarely chose was believed as the uninterested topic and difficult references. It needed sustainable experiments for five years in order to avoid the surge of the preferences in choosing topic. The surge could bring out the saturated variables in Early Childhood experiments.

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INTRODUCTION

Final project is required for all students although they had taken all subjects based the curriculum. The curriculum is assigned by each program study. It is based on the students needs generally. According to academic guide State University of Semarang (2012:63) that "Final project is a project which must be done by all students for graduating requirements and getting particular degree. As the students of study program Strata-1, students must make a final project as its requirements to obtain the scholarship degree (Strata-1).

The program study material influences the topic chosen of the final project. Final project is a scientific work which explains about the problems in a branch of science as the result of literature review and/or observation which is done by the students as the requirement for getting scholarship degree (Gie, 2002:119).

The final project arranging is different from each other. The same final project arranging is called as plagiarism. The students' program study influences students to determine the topic, title, and research method. It is because the students study the materials and subjects based on their program study. The final project arranging may become the characteristics of the program study.

Students should realize that final project implements what they have been studied, not only from the general courses but also the field courses. It is supported by Wiratha (200:68) which says "Final project is a facilitation of the students' learning media to improve students' ability in integrating the experiences and ability gotten. The increasing of graduate students from PG PAUD makes the variety of topic chosen. It raises the students' confusion in taking the topics.

Collaboration between the supervisor and students are needed, moreover sometimes students get more than one supervisor. It is difficult to combine the differences and the meant to same findings. Besides, the students need the data to help them in getting the review of the problems in the field. So, the buildup of the title can be avoided. Kamus Besar Bahasa Indonesia (2008) says that preferences can be interpreted as the tendency. The meaning of tendency is the desire tendency, willingness, wish to do something. From the above explanation can be concluded that the preferences means the students' preferences for choosing the topic in arranging the final project title.

One of the solutions is by the students' topics grouping. Using grouping makes the stu-

dents and lecturers easy to find out the fresh topic. Grouping can be a way to increase the richness of final project title. In addition, the data collections are needed for the researcher as the starting point to find out the references. Based on the final project catalogue, the final project topic includes the students' courses had been taken.

The fields of the final project title are gathered in three topics, they are: Topics about the early childhood growth and development, the educators and educational staff in Early Childhood Education, and the learning process of Early Childhood. Based on the explanations above, the statements of the problems in the research are: (1) How is the preference of choosing topic for arranging final project by the students of PG PAUD UNNES Year Academic 2010-2015, (2) What are the factors which raised the preference of choosing topic for arranging final project by the students of PG PAUD UNNES Year Academic 2010-2015, (3) What topics have not been chosen by the students of PG PAUD UNNES for arranging final project Year Academic 2010-2015.

The purposes of the research are (1) To know about the preference of choosing topic for arranging final project by the students of PG PAUD UNNES Year Academic 2010-2015, (2) To know the factors which raised the preference of choosing topic for arranging final project by the students of PG PAUD UNNES Year Academic 2010-2015, (3) To know what topic had not been chosen by the students of PG PAUD UNNES for arranging final project Year Academic 2010-2015.

RESEARCH METHODS

The method used in the research is descriptive method by using quantitative approach. The research uses literature review to analyze the final project of students in study program PG PAUD, UNNES. The research location is in the PG PAUD library. The populations consist of: object/subject that have the particular characteristics to be studied according to the researcher (Sugiyono, 2013:117). The data sources are gathered from the primary and seconds data. Primary data are the final project documents. Second data are the results of the supervisors' interview. The population of the research is all final project in the PG PAUD study program UNNES Year Academic 2010-2015 with the amounts are 240 final projects. The researcher uses the analysis descriptive statistics, crosstab, and Chi Square analysis by using SPSS version 19.

RESULTS AND DISCUSSION

Based on the study of "The Preference of Choosing Topic for Arranging Final Project Title in Early Childhood Education at State University of Semarang Year Academic 2010-2015" by looking at the data and catalogue which is placed on the PG PAUD UNNES library, the researcher finds 240 final projects from 2010 to 2015. The result of the interview with supervisors and the Head of program showed that the PG PAUD students more interested in topic entitled the Early Childhood education related with the learning process. In connection with learning in early childhood not in spite of their learning model used, because of the use of the right model will have an impact on learning outcomes for early childhood, it is in line with the opinion of Rohmah (2016), learning to children should receive the attention of educators because the learning model used will affect the result of children's learning achievement.

It is supported by the findings that explain from 240 final projects that is used by the students. 50 final projects use topic A (The early childhood growth and development), 32 final projects use topic B (The educator and the early childhood educational staff), and 158 final projects use topic C (The learning process of early childhood education). The data show that the topic C is the most common topic used by the students in arranging the final projects.

The preference of choosing topic for arranging final project title in PG PAUD UNNES Year Academic 2010-2015 about the learning process in Early Childhood education covers the strategy, model, method and planning. It is also mentioned in the journal entitled *Learning Strategy of Disciplinary for Kindergarten Students* written by Aristowati (2014,3:1) says that early childhood education used learning by playing and singing principles. So, the learning is prepared specifically in order to make the students feel fun, happy, and free to catch their attention in the learning process. it is very important to prepare and do a planning before organizing the education to optimize the early childhood growth and development. Fadillah (2012:131) adds that the learning implementation should be arranged well. Mentioned in the journal about *The Management of Learning in Early Childhood Education (PAUD) in Play Group* written by Ridho dkk (2015,16:2) that the quality of PAUD has close relationship with the learning process management (planning, acting, and assessment), whereas the appropriate learning process can make good quality of the

human resources.

The factor which may be background of the less interest in PG PAUD UNNES program study about a particular topic is because the students categorize the courses are difficult and too much assignments. The other factor is that students refer to the previous study as their literatures and lack of reading habit. The findings of the background problem of topic chosen also stated by Risha (2011) in the research about the final project topic in her final project entitled *The Preference of Choosing Topic for Arranging Final Project Title in Strata 1 in the Field of Library Science Year Academic 2009-2011* are: 1) The topics chosen are the topics have been chosen by the previous students which have rich literatures, 2) The topic chosen focuses on the previous research and tends to be static.

The material of the courses may be a reference for the students of PG PAUD UNNES. It can be used as the foundation of choosing the topic in arranging final project. However, students do not interest in all subjects so they raise only the issues that had been done by the previous researcher. It is also because the lack of reading habit from the students. Indirectly, the students and the lecturers have a role in the topic chosen in arranging the final project title. This statement is also supported by the result study about the *Preference of Choosing Topic for Arranging Final Project Title in Art Program, Art and Language Faculty, at FKIP UNS* written by Rizky Rizkapuri (2007) which mentions that the preferences are based on the human resources factors (supervisors and students' interests).

CONCLUSION

The preference of topics chosen in the preparation of student final project title courses PG PAUD UNNES 2010-2015 with the number of 240 final project, the topic of (C) with the acquisition of 158 final project on early childhood learning which discusses various things that must be prepared to provide education for early childhood more selected from the topics (A) with the acquisition of 50 final projects on the growth and development of early childhood that discussed aspects - aspects as well as factors that affect child development, and the topic (A) on the growth and development of early childhood which discusses aspects - aspects as well as factors that affect child development, more selected from the topic (B) with the acquisition of 32 final project discusses about things - things that should be possessed by a teacher of early childhood education

(PAUD). Factors contributing to the tendency of the election in the preparation of student final project topics that will prepare their final project is just based on the final project that already exist, as well as the lack of good reference books in the library or reading the latest journals and lack of interest in reading students of PG PAUD UNNES, as well as a lack of interest or desire of students in searching for literature led to student considers material to the task can be difficult and reluctant to be appointed as the basis for the final project. Subject in final project topic that has not been raised by the students of PG PAUD UNNES is the course the student is considered less interesting to be caused by the lack of reference factors are known to the students, the lack of reference are available at both library affairs and faculty, as well as the assumption students on courses with many tasks indicating the course is less attractive. In addition to the material in the course curriculum are basic removal of title or topic for final project is about social and cultural issues that can be connected to six aspects of early childhood development and learning in early childhood education.

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