



The Role of HIMPAUDI in the Development of PAUD Educators' Competence in Semarang City

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Abstract

This study begins from the importance of developing the competence of PAUD educators in Semarang City. It caused by the variations of educational level qualifications that ultimately affect the competence of PAUD educators. The objective of this study is to examine the role of HIMPAUDI of Semarang in developing the competence of PAUD educators and the factors that inhibit the development of PAUD educators' competence in the Semarang. This study uses qualitative approach with descriptive method and the instruments of the data collection are interview, observation and documentation. The findings of this study shows that the planning of PAUD educators' competence development program done through the analysis of the identification of PAUD educators' needs, so that the improvement of PAUD educators' competence program is expected to solve their problems. The program of increasing the competence of PAUD educators implemented in the main program, that are tiered training, seminars, workshop and competitions for PAUD educators. To follow up the program of increasing the competence of PAUD educators, HIMPAUDI conducted an assessment by monitoring the progress of PAUD educators through HIMPAUDI branch and involving principals at PAUD institutions in Semarang. There are some obstacles in the effort of developing the competence of PAUD educators; funding, communication and determining the appropriate activity for the development of personality and social competence of PAUD educators.

INTRODUCTION

Early childhood education is the basis of education in the formation of human resources. Early age is a golden age as the foundation for growth and development in the future. Early childhood education plays an important role in laying the foundation for the development of skills that every human must possess. The abilities and skills include physical, motor, social, emotional, religious, linguistic and artistic skills. Early stimulation is necessary to provide stimulation to all aspects of child development.

Being one of the competitive, dignified, and honorable developed countries in the world's sight is the goal that the Indonesian people want to achieve in 2045. The 2045 golden generation will be a special gift at the age of 100 years of Indonesian independence. In realizing these ideals, it takes hard work from all participants, ranging from policy makers to policy executor such as educators and education personnel.

As a policy executor, educators are required to become professional educators who have the competence to be able to realize the profile of Indonesian children that have been designed by the Directorate General of PAUDNI. The 10 main characteristics of Indonesian children are 1) believing and 2) devoting to God Almighty 3) noble 4) healthy 5) smart 6) honest 7) responsible 8) creative 9) confident and 10) loving the homeland (Ditjen Paudni 2013). The Indonesian children's profile hopes will come true if there is a strong commitment to support the program.

Based on data collected by HIMPAUDI of Semarang City in 2014 shows the data of PAUD educator as follows:

Table 1. The Amount and Background of PAUD Educators of Semarang City in 2014

Sub-district	The Amount of Educators in 2014				
	TPA	KB	SPS	Total	SI
Tugu	-	19	-	19	12
Ngaliyan	6	154	85	245	99
Gunungpati	5	80	-	85	27
Central Semarang	5	77	32	114	62
Genuk	8	38	258	304	79
Tembalang	27	136	15	178	71
Candisari	6	39	59	104	30
North Semarang	-	66	84	150	51
Mijen	11	38	3	52	19
West Semarang	10	94	72	176	60
East Semarang	8	57	52	117	39

Gajah Mungkur	22	45	24	91	46
Gayamsari	-	47	64	111	22
Pedurungan	4	109	108	221	-
Banyumanik	38	180	239	457	114
South Semarang	35	110	57	202	202
Total	185	1279	1152	2626	933

Source: The Responsibility Reporting of HIM-PAUDI Semarang City in the Period of 2010-2014.

Based on the educational background of PAUD educators in Semarang, there are 1693 educators who have not taken the education level of Strata 1. Various educational backgrounds influence the level of competence of PAUD educators. The competence of an educator will determine the art of teaching the students. Teacher's competence becomes important to be studied due to the key of success in learning is how the teacher conduct a learning activity by applying the substance of competence. Murphy says that school success is determined by teachers because teachers are learning leaders, facilitators, and learning initiative centers (Mulyasa, 2009:8).

Law no. 20 of 2003 on the national education system article 39 clause 2 states that educators are professionals in charge of planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators at universities. Teachers as an educator have the main task of organizing learning activities to achieve the established goals, fostering the development of learners as a whole as God's beings, as individuals and as members of the community, and performing other professional and routine administrative duties that support the implementation of teacher's duty.

One of the principles of professionalism is the competence that matches the task field. The appropriate competence to the task field of a teacher has been mentioned in the Law no. 14 of 2005 about teacher and lecturer, which are pedagogic competence, personality competence, professional competence and social competence. Competence owned by a teacher will affect the professionalism of teachers in educating. The four competencies will lead to the professionalism of teachers in conducting guidance and teaching in the classroom. The professionalism of teacher can be measured from the extent to which the ability to actualize the required competencies.

HIMPAUDI is an organization that brings together the Indonesian educators and education personnel of Early Childhood Education. HIM-

PAUDI was established in Jakarta on June 6th, 2005. The head of the central level organization is based in the capital city of Indonesia. Each region has been established HIMPAUDI which are domiciled in the provinces, districts / cities and up to the sub-district level. HIMPAUDI is based on Pancasila and the 1945 Act. HIMPAUDI is an independent professional organization. The existence of profession organizations can not be separated from the formation of qualified human resources. As one of organization in PAUD field, HIMPAUDI has a role in developing the competence of PAUD educators in Indonesia.

The role of HIMPAUDI in developing the competence of PAUD educators is expected to have a positive impact on the competence of PAUD educators in Semarang. Increasing the competence of PAUD educators is able to improve the quality of early childhood education. As an organization that becomes a forum in unifying early childhood educators and institution to improve the quality of educators of early childhood education, so the role of the organization in developing the competence of early childhood educators becomes a public spotlight. Based on the statements above, then the research problems in this study are: (1) How is the role of HIMPAUDI in developing the competence of PAUD educators in Semarang city? (2) What are the obstacles in the development of PAUD educators' competence in Semarang?

The objectives of this study are (1) To get the facts about the role of HIMPAUDI in developing the PAUD educators' competence in Semarang. (2) To get the facts about the factors that inhibit the development of PAUD educator competence in Semarang City.

The role, according to Soekanto (2009:212-213), is the dynamic process of position (status). In an organization everyone has various characteristics in performing the duties, obligations or responsibilities that have been given by each organization or institution. These tasks constitute a limitation of a person to carry out the work that has been given under the rules of the organization or institution, so that all work can be arranged neatly and can be accounted by every employee. When a person exercises his rights and obligations in accordance with his position, he carries out a role.

According to Riyadi (2002:138) the role can be interpreted as the orientation and concept of the part played by a party in social opposition. With these roles, individuals and organizations will behave according to the expectations of people or the environment. According to Abu

Ahmadi (1982), role is a complex of human expectations of the way individuals should behave and act in certain situations based on their social status and function. Based on those theories, it can be concluded that the definition of role is an action that limits a person or an organization to perform an activity based on goals and provisions that have been agreed together to be done as well as possible.

Competence is the ability of a person as a result of education or training, or certain informal learning experience gained so it causes a person being able to perform certain tasks with satisfactory results (Payong 2011:17). A competence is shown by performance or performance that can be rationally accountable in an effort to achieve a goal.

Law of the Republic of Indonesia no. 14 of 2005 on teachers and lecturers, suggests that competence is a set of knowledge, skills, and behaviors that must be owned, comprehended, and mastered by teachers or lecturers in performing professional duties. Mulyasa (2009:26) defines and interprets competence as an effective behavioral instrument related to exploration and investigation, analyzing and thinking, and giving attention and perceiving that lead one to find ways to achieve certain goals effectively and efficiently. Competence refers to the ability to implement something gained through education, while teacher's competence refers to the real behavior that leads to educational goals. Competence is a process that develops and learns throughout life (life long learning process).

Government Regulation No. 19 of 2005 on National Education Standards states that teachers as learning agents should have four competencies namely pedagogic competence, personality competence, professional competence and social competence. The development of teacher's competence standards has been based on (1) conceptual bases, theoretical bases and prevailing laws and regulations; (2) empirical bases and existing educational phenomena, strategic conditions, and results of the field and the needs of stakeholders; (3) description of teacher's tasks and functions: designing, implementing and assessing learning and developing students' personalities; (4) description of competence standard indicators: competence clusters, competence items and competence indicators; (5) learning experiences and assessments as a concrete measurable and observable objective for each competence indicator (Mulyasa, 2009:32).

Pedagogic competence is the ability to manage the students' learning process including the

understanding of learners, the design and implementation of learning, the evaluation of learning outcomes, and the development of learners to actualize the various potentials that they have. Personality competence is a personality skill which is steady, stable, mature, wise, authoritative, able to become a role model for learners, and noble. Personality competence greatly affects the growth and personal development of learners. Personality competence has important roles and functions in forming the children's personality to prepare qualified human resources. According to Mulyasa, personality competence becomes the foundation for other competencies. Professional competence is the ability of mastering learning materials widely and deeply that enables to guide learners to meet the competency standards set out in the National Education Standards. Social competence is the ability of teachers as a part of the community to communicate and get along effectively with learners, education personnels, parents / guardians, and the surrounding community.

HIMPAUDI is an association of Indonesian early childhood educators and education personnels, established in Jakarta on 6 June 2005. HIMPAUDI aims to bring together early childhood educators and education personnels, improve the quality of educators and pre-school education, and advocate for improving welfare and protection for educators and early childhood education personnels. The division of duties, authorities and responsibilities within the HIMPAUDI organization refers to and is guided by AD / ART. The distribution of duty and authority is at both central and sub-district levels (Working guidelines Himpaudi). There are four main tasks of HIMPAUDI:

Socializing the importance of quality early childhood education to all levels of society. The importance of early childhood socialization is done by conducting early childhood activities including seminars and the improvement of the quality of early childhood institutions to provide guidance of the requirements to be met by the establishment of early childhood institutions.

Conducting the coaching and the organizational development in stages. HIMPAUDI has established the management of HIMPAUDI from the provincial level to the sub-district level. Accommodating, struggling and realizing the aspirations of educators and educational staffs on children in the early age. HIMPAUDI has struggled for educators to gain incentives, from both government and businesses developed by HIMPAUDI.

Facilitating the development of educator profession and educational staff of early childhood. The development of the educator profession and education personnel has been realized through the opening of the early childhood education program in the university, basic training for AUD educators, PAUD concept training and AUD learning approach, online data management training for HIMPAUDI board and seminar on thematic teaching pattern in PAUD.

The HIMPAUDI function is Uniting educators and education personnels of early childhood in Indonesia. Improving the quality of early childhood education in accordance with the basic concept of child development and development of holistically. The activities have been arranged based on agreed work of HIMPAUDI (<http://www.scribd.com/doc/9628179/Himpaudi-Ta-taKerja>). Each HIMPAUDI member in the region must follow the steps of activities that have been established in the working procedure. The program activities are arranged through the following stages:

Planning: After HIMPAUDI is formed and approved then for the next board and members of the organization together to make work program planning and socialization according to the conditions and needs of each region.

Implementing: Plans that have been made are then implemented through various activities that embrace priority principles, effectiveness, and efficiency.

Monitoring, and evaluation: Implementation of ongoing activities should be monitored to see if it is in accordance with the planning being made or not. After each activity is complete, it should be evaluated to measure the success of it. Evaluation results can be used as input for further program planning. **Reporting:** report should be made to account for activities that have been implemented. Reports are made as a form of transparency to various stakeholders. Therefore, the credibility and accountability can be well maintained.

RESEARCH METHODS

This research was conducted by using qualitative approach. Bogdan and Taylor defined a qualitative methodology as a research procedure that produces descriptive data in the form of words, written or spoken of the person and behavior observed (Moleong, 2009:4). This research was conducted in Semarang City because there are still PAUD educators who do not have the required competencies stated in permendikbud

no. 137 in 2014. The subjects in this study are the chairman and organizers of the organization HIMPAUDI Semarang City. Data collection methods used in this research are observation, interview, and documentation techniques. To obtain the validity of research data, the authors use triangulation of sources. Data analysis method used in this research is interactive method.

RESULTS AND DISCUSSION

The role of HIMPAUDI in Semarang City in developing the competence of PAUD educators is realized in planning, implementing, monitoring and evaluation until the reporting of work program by HIMPAUDI. Every beginning of the year HIMPAUDI Semarang city holds a working meeting or commonly called regional deliberation (*musda*). Before holding regional deliberations, HIMPAUDI of Semarang City organizes pre-*musda* activities to evaluate the work programs in the previous year and prepare the work programs in the coming year. HIMPAUDI of Semarang City has four areas of development namely the field of organization, R&D and training, social economy, and public relations. Each field conducts field work meetings to evaluate work programs developed in it. Based on work procedures that have been agreed (<http://www.scribd.com/doc/9628179/Himpaudi-TataKerja>), HIMPAUDI Semarang conductd evaluation and planning to make the programs work based on the conditions and needs of early childhood educators in Semarang.

HIMPAUDI conducts a SWOT analysis to find out the strengths, weaknesses, opportunities and threats faced by HIMPAUDI Semarang. SWOT Analysis is a form of analysis within the management of a company or within an organization that can systematically assist in the preparation of a mature plan for achieving goals which are short-term or long-term goals.

HIMPAUDI Semarang holds a tiered education and training aimed at developing the competence of PAUD educators. As Payong disclosed that the competence is a person's ability, the result of education or training, or certain informal learning experiences acquired, resulting in a person able to perform certain tasks with satisfactory results (Payong, 2011: 17). Tiered education and training organized by HIMPAUDI are designed to develop the overall competencies required for PAUD educators.

HIMPAUDI Semarang always put forward its vision and mission in every deliberation, socialize about purpose and function of HIMPAUDI,

and implement consolidation of organization in accordance with the order of management level. HIMPAUDI Semarang holds a routine meeting once a month on Wednesday second week. Implementing guidance and performance improvement of management in stages, gradually, and continuously done every six months by the field of organization HIMPAUDI Semarang.

The implementation of the program in increasing the competence of PAUD educators is implemented in the main program of tiered trainings, seminars, workshops and competitions for PAUD educators. The tiered training consists of basic, intermediate and advanced level training. Early childhood education training has been conducted 2 times by HIMPAUDI Semarang. To improve the quality of PAUD educators, HIMPAUDI Semarang has accelerated the improvement of the competence of educators and education personnels through the basic level of early childhood education training which is based on the guidance of PPTK PAUDNI. HIMPAUDI Semarang implements the development of competence of educators through the provision of materials and assignments in basic education training of early childhood. The materials in the basic training have been adapted to the needs of competencies that have to be mastered by PAUD educators.

Follow up after the implementation of the basic training, HIMPAUDI Semarang monitors the progress of the participants through the board of HIMPAUDI branches in each sub-district and involves the assessment of the principals of PAUD institutions attached in the independent tasks of the training participants. Preparing advanced preparatory training plan, monitoring and waiting for further information from PTK. HIMPAUDI conducts education and training to improve the competence of PAUD educators through seminars and workshops. Workshop conducted by HIMPAUDI Semarang is Curriculum 2013 Workshop about Scientific Learning on AUD Learning. In addition to training, seminars and workshops HIMPAUDI held a contest to improve the competence of PAUD educators through race events held when commemorating the birthday of HIMPAUDI.

Pedagogic competence in PP no. 19 year 2005 is the ability to manage the learning of learners that include understanding of learners, design and implementation of learning, evaluation of learning outcomes, and development of learners to actualize their various competences. The role undertaken by HIMPAUDI Semarang in the development of pedagogic competence of early

childhood teachers is by organizing "Curriculum 2013 Scientific Learning on Early Childhood Learning Process Workshop". The curriculum workshop was held on 2 March 2015 in Grame-dia Amoris Pemuda street. Organizing curriculum 2013 scientific learning workshop is a kind of role undertaken by HIMPAUDI in improving the comprehension of early childhood teachers about the early childhood education curriculum. One of the core competencies that teachers must have related to standard of pedagogic competence is developing curriculum related to subjects or areas of development that they teach (Payong, 2011:29).

In addition to the early childhood education curriculum workshop, HIMPAUDI Semarang city held basic training activities in which contains materials that support the development of pedagogic competence of early childhood teachers. Indicators of pedagogic competencies of early childhood teachers which include the preparation of annual, semiannual, monthly, weekly, and daily activity plans have been provided in the lesson planning materials. HIMPAUDI Semarang City developed pedagogic competence of early childhood teachers by providing lesson planning materials. As stated in Permendikbud 137 of 2014 article 12 on the standard of educational process, that lesson planning is done with approach and learning model according to the needs, characteristics of children, and local culture. Lesson plan materials given during 8 hours lesson, 4 hours filled with theory and 4 hours conducted by practice. Lesson plan materials delivered by Mrs. Munawar Muniroh, M.Pd. Mrs. Munawar Muniroh or called Mrs. Ira is a lecturer and assessor of BAN PNF. Early childhood education lesson planning as stipulated in permendikbud 137 year 2014 includes semester program, RPPM, RPPH has been given in the lesson plan materials when early childhood teachers joined early childhood education basic education training.

Indicators of pedagogic competence that also must be mastered by educators in (Payong 2011:29) is mastering the theories of learning and learning principles of education. Early childhood teachers know learning methods that are appropriate to the characteristics of early childhood. Implementation of early childhood learning is done through interactive, inspirational, contextual and child-centered to actively participate and provide flexibility for initiative, creativity, and independence according to skills, interests and physical and psychological development of children (permendikbud no 137 2014). The material of early childhood learning is one of the ma-

terials given in the basic level tiered training held by HIMPAUDI Semarang to improve the ability of early childhood teachers in understanding learning theory and early childhood learning principles. The material of early childhood learning is given in six hours of lesson and delivered by Ir. Nila Kusumaningtyas, M.Pd. The speaker is an early childhood practitioner, lecturer and advisor of HIMPAUDI of Central Java Province.

Associated with pedagogic competence, in addition to planning lessons, implementing appropriate learning with early childhood, early childhood teachers also conduct assessment and evaluation of learning. Organizing assessment and evaluation of learning process and results (Payong, 2011:29) is one of the core competencies in pedagogic competence. Designing and implementing evaluation learning process and learning results on an ongoing basis with a variety of methods, analyzing the results of the evaluation process and the learning outcomes to determine the level of mastery learning and utilizing the results of assessment of learning for quality improvement. Way to conduct an assessment of early childhood adjusted to the goals to be achieved. Assessment activities carried out in accordance with the ways that have been set. Providing of learning evaluation materials in basic training is as part of the role of HIMPAUDI to improve the ability of early childhood teachers in conducting evaluation and assessment of the learners.

The material of early childhood development is one of the materials that support the development of early childhood teachers pedagogical competence. One of the core competencies of early childhood teachers who have to master the characteristics of learners according to Payong (2011: 29) is to master the characteristics of learners from the physical, moral, cultural, emotional, and intellectual aspects. Early childhood educators need to understand the characteristics of the child's development in determining the play activities for early childhood. Facilitate the development of the potential of learners to actualize their potential (Payong, 2011:29) is part of the pedagogic competence of early childhood teachers. Early childhood teachers have a responsibility to facilitate the development of potential learners. Not only the potential of normal children but potential children with special needs are also developed, so the material introduction of children with special needs is one of the materials given in the basic level tiered training so that early childhood teachers can understand and develop the potential of children with special needs.

The basic training curriculum organized

by HIMPAUDI Semarang contains 2 general materials and 11 special materials. The materials are the P2TK PAUDNI directorate policy, PPAUD directorate policy, basic concept of early childhood education, child development, introduction of children with special needs, early childhood way of learning, health and nutrition of early childhood, ethics and character of early childhood teachers, lesson planning, learning evaluation, communication and nurturing, and peer teaching. Among these materials, there are materials to support the development of pedagogic competence of early childhood teachers. Supporting materials in the development of pedagogic competence are lesson planning materials, early childhood development, introduction of children with special needs, early childhood way of learning, learning evaluation and peer teaching.

In addition to the material presented in the basic training of early childhood teachers, HIMPAUDI also do its part in developing the early childhood teachers pedagogical competence through training and seminars. Law No. 20 of 2003 article 40 states that teachers and education personnel are obliged to create a meaningful, fun, creative, dynamic, and dialogical education environment. One of the activities to improve the creativity of educators in supporting the meaningful, fun and creative learning process, HIMPAUDI Semarang city cooperates with Amurt Foundation to organize creative art activities and story telling.

Creative Art held on October 8-9, 2016 in Hall of SMA Negeri 2 Semarang. The event started from 08.00 - 16.00 WIB. Creative Art activity lecturer is Wai Ching who came from Malaysia. The story telling training was held on 10-11 November 2016 in UPGRIS. The event was attended by 200 teachers from Semarang and its surrounding. The story telling expert is Mr. Tamingga from Taiwan.

The role of HIMPAUDI Semarang in the development of personality competence of early childhood teachers is conducted by giving material about ethics and character of early childhood teachers in early childhood education basic education training. Personality competence is a steady, stable, mature, wise, and authoritative personality, a role model for learners, and noble character (Mulyasa, 2009:120). The competence of early childhood teachers' personality in permendiknas no 58 year 2009 is to behave in accordance with the psychological needs of children, to behave in accordance with the norms of religion, culture and beliefs of children and to present themselves as noble personality. The ethics and

character materials of early childhood teachers presented in the basic level of tiered education training is the effort of HIMPAUDI in improving the competence of early childhood teachers in Semarang.

Professional competence is the ability of mastering learning materials widely and deeply which enables to guide learners to meet the competence standards set out in the National Education Standards (Shoimin, 2009:25). Professional competence indicator in permendikbud 137 in 2014 include the development of materials, structures, and the concept of science that supports and is in line with the needs and developmental stages of early childhood. Designing creative development activities according to the early child development stage. Develop professionalism in a sustainable manner by taking reflective action.

Related to the professional competence of an early childhood teachers have to master the growth and development of children and all materials related to early childhood widely and deeply. Chairman of HIMPAUDI admitted that to master the material about early childhood can not be done in a short time. However, through basic training, HIMPAUDI hoped early childhood teachers have the necessary skills in the world of early childhood education.

Social competence is the ability to communicate and interact effectively and efficiently either with learners, fellow teachers, parents or guardians of learners as well as with the surrounding society (Risang, 2012:23). According to permendiknas No.16 of 2007, the capability in social competence standard includes four main components: 1) being inclusive, acting objectively and non-discriminatory. 2) communicate effectively, empathically, and courteously. 3) can adapt in the duty place. 4) communicating with the profession community itself and other professions. The role undertaken by HIMPAUDI Semarang in the development of social competence of early childhood teachers, especially in terms of communicating with learners is manifested by the existence of communication materials in the nurturing of basic tiered training. Communication materials in nurturing were delivered by Ms. Siti Saroh, M.Pd who is an early childhood practitioner and also the administrator of HIMPAUDI Central Java. The material was delivered with two hours of theoretical lessons and one hour practical lesson.

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The main factor affecting the development of the competence of early childhood educators is funding. In addition to funding, lack of communication is also an obstacle in the implementation of activities for the development of early childhood teachers' competence. The obstacles experienced by HIMPAUDI Semarang in developing the competence of personality and social competence of early childhood teachers is HIMPAUDI having difficulty in determining the benchmark and proper form of activity for development of personality and social competence of early childhood teachers.

CONCLUSION

Planning early childhood teachers' competency development program conducted through the identification of needs analysis phase of early childhood teachers, so that early childhood teachers' competency enhancement program organized is expected to solve the problems faced by early childhood teachers. Implementation of early childhood teachers' competency enhancement program is implemented in the main program of tiered training, seminars, workshops and competitions for early childhood teachers. To follow up the early childhood teachers' competency enhancement program, HIMPAUDI conducted an assessment by involving the principal at early childhood education institute in Semarang and to assess the tasks assigned to early childhood teachers. Inhibiting factors in the development of early childhood teachers' competence is the existence of fund constraints in conducting each activity,

the flow of information delivery is less than the maximum, and there is still difficulty for HIMPAUDI Semarang in determining the activities in accordance with the development of personal competence and social competence.

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