



Identification of Challenges in the Development of Early Childhood Education Institution in Kendari, Southeast Sulawesi

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Abstract

Identification of challenges in the development of early childhood education institution in Kendari, Southeast Sulawesi. The problem in this research is: what are the challenges in the development of early childhood education in Kendari? This research aims to identify the challenges in the development of early childhood education in the city of Kendari. This type of research is qualitative research with descriptive analysis techniques. The data were collected using documentation and interview technique. The results showed: 1) limited understanding of parents about the importance of education for early childhood, 2) academic qualification of early childhood educators are still insufficient because there is still some educators who high-school graduates, 3) most teachers do not have adequate competence regarding their inappropriate educational background, have not obtained training-related concepts and practical science about early childhood education. It is suggested that (1) a high commitment be required from Government, community leaders and stakeholders to conduct socialization in society and parents about the importance of education for early childhood, 2) educators are facilitated to attend further education at an accredited study programs in early childhood education, and 3) educators are encouraged to attend various trainings, workshops and other scientific activities in order to increase the competence of educational progress, especially education for early childhood.

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INTRODUCTION

Education is an important asset for the progress of a nation. Therefore, every citizen should and must follow the education both formal and non-formal education at all levels. All Indonesian children should be educated start from the level of Early Childhood Education, Elementary Education, Secondary Education, and Higher Education.

Kendari city where the capital of Southeast Sulawesi province, is an indicator of the advancement of education in the Southeast Sulawesi. However, most of the children in Kendari start their formal education at the Primary School directly, bypassing the early childhood institutions. Parents ignore early childhood institutions for various reasons.

The main thing that causes low participation in education in a region is the social cultural society where education growing. The social cultural aspects of society have a double roles, when people in desperate need of education as a place to develop themselves, on the other hand education will not develop properly if people do not give adequate attention and contribution. Thus occurred the relationship of mutual influence between education and society.

Tirtarahardja (2005: 241) argues that the factors that influence the development of an education are: (1) the development of science and technology and art, (2) rate of population growth, (3) the aspirations of the community, and (4) culture and means of livelihood. This is understandable because education will not develop without the development in other fields, especially the fields related to the social dimension.

Based on existing phenomena, it can be said that in Southeast Sulawesi, early childhood education is not progressing as expected, especially in the city of Kendari. Participation of children in institutions following the early childhood, kindergarten / RA Raudhatul is very low. Many things can be suspected as a contributing factor, but one thing is for sure, that educators and early childhood institutions in Kendari has a quite serious challenges in its development.

METHOD

This research was a qualitative research with descriptive analysis technique. Data collection used documentation and interview techniques. Researchers collected the data by studying the documents contained in each TK/RA that exist in 10 subdistricts in Kendari, both the num-

ber of educators and their education levels. In addition, to strengthen this data, researcher also analyzed the competence of educators in general, based on their diploma owned, training certificate and teaching experience.

The factors studied were composed of:

1. The number of children who participate in early childhood institutions
2. The level of education of early childhood educators
3. The Competence who owned by early childhood educators

RESULTS AND DISCUSSION

1. The number of children who participate in early childhood institutions in Southeast Sulawesi

Especially for Southeast Sulawesi province, there are 333.223 children aged 0 to 6 years. The children who become learners of early childhood institutions are 214.802 children with the number of rough participation were 64.46%. When compared with the target of rough participation number in national early childhood was 75% in 2015. It is expected the participation of all the components to be able to realize these targets.

2. The Level of Education Early Childhood Educators

Through the study of the documentation which is reinforced by interviews could conclude between academic qualifications possessed by early childhood educators, especially educators from formal early childhood education, which is consisting of three designations, namely caregivers early childhood, Assistants teacher, and Teachers of early childhood education in accordance with the Ministerial Regulation No. 58 of 2008.

Data obtained showed that the number of TK / RA in Kendari of Southeast Sulawesi Province is 72 with the number of teachers 552 people, can be described as follows:

- a. There are 114 early childhood educators (20.65%) referred as an early childhood caregivers because they have High School / equivalent academic qualifications.
- b. There are 200 early childhood educators (36.23%) referred to as the assistants teacher because it has diploma academic qualifications.
- c. There are 235 early childhood educators referred to as Teacher of early childhood/ kindergarten/RA (42.57%) because it has academic qualification as Bachelor (S1) and there are 3 people (0.54%) have qualified Masters (S2).

Seeing this phenomenon, it can be said that the qualification of formal early childhood educator in Kendari of Southeast Sulawesi province is quite adequate. However, to determine the competence of early childhood educators in Southeast Sulawesi, other indicators that can be used as a benchmark is the participation of educators in various trainings, seminars and training stages as well as indicators of teaching experience of the educators.

3. Competence owned by early childhood educators in Kendari city, Southeast Sulawesi

In general, the educators who were subjected of this study has a small part of having training certificate and education in early childhood education, especially those with a high school diploma or equivalent. Nevertheless, most are alumni SPG (School of Teacher Education) or SPGTK (School of Teacher Education Kindergarten).

Furthermore, the work experience in the field of early childhood education on average owned by educators are over 10 years, primarily for educators who just have senior of high school certificate level or equivalent. Reviewing the work experience, adjusted to the Ministerial Regulation No. 58 of 2009, early childhood teachers should have a minimum of 2 years teaching experience.

However, more study is needed to confirm the assumption that the competencies associated with an educational qualifications of educators.

CONCLUSION

Until now, there are still some issues that could inhibit the development of early childhood education in Southeast Sulawesi, but it can be

considered as an interesting challenge. Thus, to overcome this issue is needed creativity and innovation continuously. These things are:

Limited understanding of parents about the importance of early childhood education so that the numbers of children who have not attended early childhood institution are still quite large.

The academic qualifications of early childhood educators are still inadequate. It is proven by the educator background are still graduation from senior high school (SMA) or equivalent.

Most of early childhood teachers' competence are still inadequate because most of them are not derived from a background of early childhood education, and they have not received training related to the concept and the practical knowledge about early childhood.

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