



MODEL DEVELOPMENT OF CREATIVE DRAWING TRAINING MANAGEMENT WITH THE TOPIC OF CONSERVATION FOR KINDERGARTEN TEACHERS IN SEMARANG

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Abstract

Training is an effective way to professionally improve teachers' human resource. The purpose of this training was to prepare professional kindergarten teachers to make creative drawing to children golden age. Teachers have significant roles in their "Golden age of Drawing" due to the tendency of children to imitate adults' / Kindergarten Teachers' behaviors. Professionally kindergarten teachers supposed to be competence in creative drawing that stimulating the spirit of child draw, is the availability of creative drawing training model and should be professionally conducted due to the principles of measured training management that ideal kindergarten teachers who are professional and having competitiveness will be realized in the performance of their duties as educational practitioners. Research and Development should be conducted for the innovations of training model management. The results of preliminary study showed that existing training model of drawing had not been professionally taken care since the principles of fine management had not been well conducted, such as planning, organization, implementation, evaluation, and further follow-up.

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INTRODUCTION

The existence of teacher as human resources has a very important role for education since the success of the learning implementation depends on teacher professionalism capacity. Professionally Kindergarten Teacher is one of essential factor to determine the success of education for students at the early age, teacher is a profession that not only requires the mastery of science, teaching materials, and methods, but also motivates students to have skills, creativity, and extensive knowledge.

The Law No. 20 of 2003 chapter IX, article 39, paragraph 2 stated that educators are professionals who are in charge for planning, implementing and assessing teaching-learning processes. Educators have the obligations (1) to create a meaningful, fun, creative and dynamic, and dialogic educational atmosphere, (2) to have professional commitment to improve the quality of education, (3) to give examples and maintain the good image of institution, profession and position due to the trust given.

The development of human resources (HR) urges training program very essential to be conducted in order to improve and maintain the quality of teachers. Training is a strategic way to encourage the development of human resources at any organizations/institutions particularly on education. Training programs which are carefully planned and continuously conducted may improve the quality of teachers that eventually influence the improvement of teachers' performance quality.

Teachers should highly prioritize their creative and innovative. Teachers are required to be creative in the teaching-learning process to optimize student creative potential development. Referring to the Government Regulation No. 19 of 2005 on National Education Standards Article 19, paragraph 1 stated that the learning process should be interactive, inspiring, fun, challenging, motivating the students to actively participate and provide enough space for innovation, creativity, and independence according to their talents and interests.

The success of training program objectives to create professional educators is largely determined by the managerial ability to understand the training program considering carefully to the functions of training management. If training programs are professionally organized, the goal of creative drawing training program can be maximally achieved.

The implementation of the existing drawing training programs had not been conducted professionally. Thus, the results were not optimal yet as stated by the Director of Couching Course and Institution in the national evaluation seminar held in Patrajasa Hotel of Semarang on 20-21 July of 2010. The training/education programs held so far had not given significant impacts as expected. The number of targets quantitatively improved year by year. The education and drawing training programs has not been well coordinated and integrated with the other programs of different sectors such as the program of conservation.

According to Fullan, competence is basically the picture of person on what should he do upon his job in the form of activities, behaviors and outcomes that can be shown. In order to be able to do anything in his job, a person must have knowledge, attitudes, and skills in accordance with the field of his job.

Sudjana (1989:18) divides teachers' competence into three parts: (1) Cognitive competence is the intellectual abilities such as the mastery of subjects, knowledge of teaching, learning, individual behavior, counseling, class administration, student learning outcome assessment, and social interaction. (2) Attitude competence is the teachers' readiness and willingness to do anything related to the duties and profession such as respecting the job, loving the subjects, tolerance to fellow friends/profession, having strong will to improve the results of his job. (3) Behavioral/performance competence is the teachers' capacity at any skills/behaviors such as skills of teaching, counseling, assessing teaching aids, communicating with students, encouraging students to learn, organizing the implementation

of planning and evaluating the teaching-learning process.

RESEARCH METHOD

The method used in this study was Research and Development. This research was classified into Educational Research and Development.

- A. There are 10 stages of the cycle of R & D by Sukmadinata (2008: 184-191) was compressed into 3 stages:
1. Preliminary study
 2. model development
 3. Test models:
 - a. research
 - b. development

Model Development Procedure

1. Preliminary studies, literature review and analysis of training needs creative drawing.
2. Model development
 - a. FGD / forum Group Discussion
 - b. Valuation models and training programs
 - c. Revised models and training programs
3. Model validation
 - a. Limited pilot training model drawing
 - b. Revised training model drawing
 - c. Model findings / final

Research Approach

The approach used in this study is a qualitative approach that is research that aim to describe and analyze the phenomenon of activities, perceptions, thoughts and situations. (Sukmadinata, 2008: 60, Saleh 2008: 3). In this study, researchers will describe the development of a model of learning training management drawing on the conservation-themed creative kindergarten teacher in the city of Semarang.

Data and Data Sources

The data analysis of this research is a kindergarten teacher's competence needs to draw on the conservation-themed creative kindergarten teacher in the city of Semarang. Data sources of this study are:

1. About drawing creative kindergarten teacher competence.
2. Training management model drawing creative kindergarten teacher.

Data Collection Techniques

1. Document
2. Questioner
3. Interview

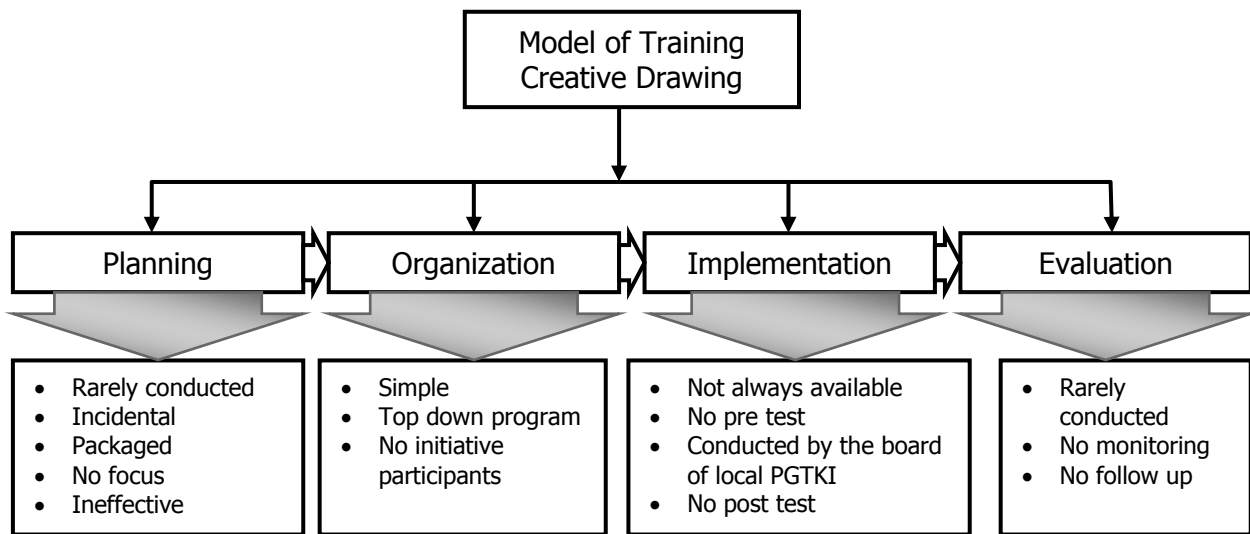
RESULTS AND ANALYSIS

Preliminary Research Results

The preliminary research was intended as the *need assessment* aimed to gather a variety of information which was relevant and support the design of creative drawing training model development for kindergarten teachers in Semarang, such as 1) the teachers' need in training, 2) teachers' experience in training, and 3) the implications of teachers' competence that needed to be developed.

After the preliminary research, library research, and field studies basically the preliminary research findings could be classified into three types, 1) the training form that had ever been existed in Semarang, 2) the need of creative drawing training for kindergarten teachers in Semarang, and 3) the draft of preliminary model of drawing training creative to be used in the training of kindergarten teachers in Semarang.

The factual model of creative drawing training for kindergarten teachers was in accordance with the interviews results with the Boards of Kindergarten Teacher Association (IGTKI) and Indonesian Teacher Association (PGRI) of Central Java city and Semarang as well as field observations formulated a model chart starting from planning, organizing, implementing and evaluating empirically as shown in figure 1 below.



Picture of Empirical Model of Creative Drawing Training for Kindergarten Teachers in Semarang

The figure showed that the planning was rarely undertaken, incidental, packaged, not focus and ineffective. The organization had already existed but was still in simple form, the program did not pay attention much to the need but top down, there was no initiative from participants as needed, the implementation was not conducted routinely, no pre-test, conducted by PGTKI themselves, no post test, evaluation was rarely undertaken, no monitoring of training, and no follow-up from the training results.

Form of Training Creative Drawing Quality

Quality in the review of the quality of training with the indicator for creative drawing and implementing creative drawing training, respondents generally earn relatively high valuation is a creative drawing training is a creative drawing training procedures, while implementing creative drawing training is still considered relatively low average scores respectively 3,060 and 3,000.

Include: procedures and implementation of training creative drawing.

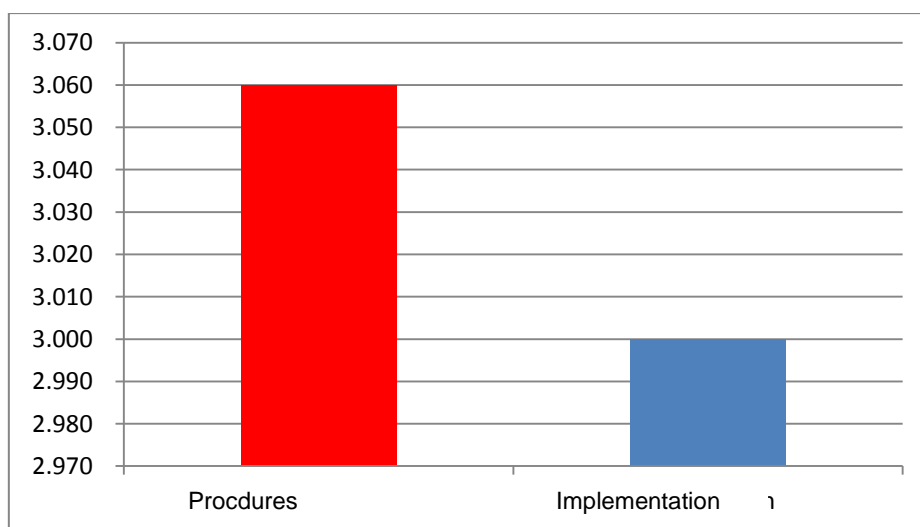


Figure Quality Score of Graph Creative Drawing Training Form.

Creative Drawing Quality Training Program

Quality leatihan program revealed through objective indicators, methods, evaluation and training program targets, the average scores were rated higher is the quality

objectives and targets to achieve an average score of 3.211 and 3.308, while the average score for quality and evaluation methods still scored lower ie, 3.117 and 3.075. To give a clearer picture can be seen in the chart below.

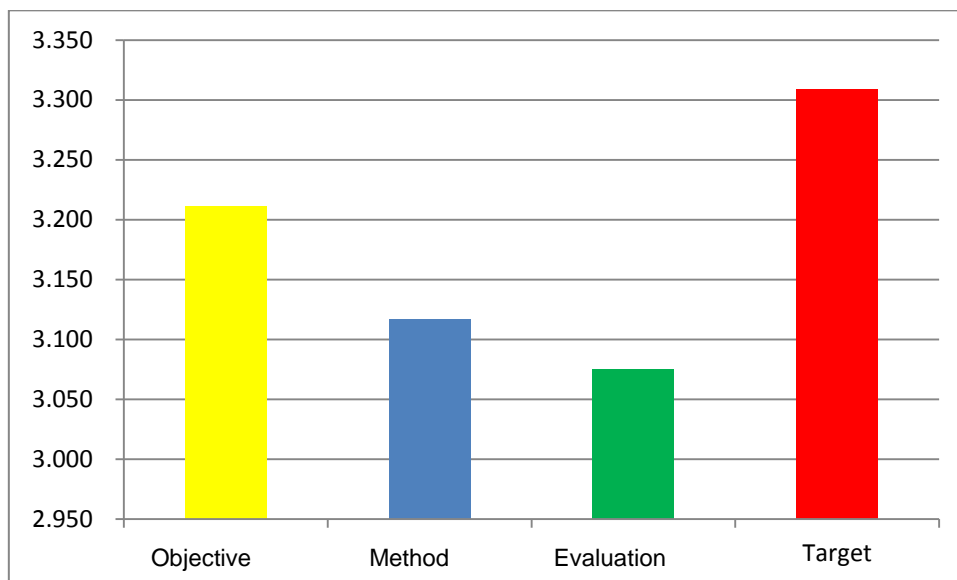


Figure of Quality Score of Graph Creative Drawing Training Program

Creative Drawing Instructor Training Quality

Quality training instructor measured using indicators of mastery of systematic training materials and the method of presentation, communication, and media used. Respondents' assessment of the results in general are all

indicators of a high support, which is still considered relatively low is the medium used. Consecutive average score was 3,133, 3,144, and 3,083 to provide a clearer picture can be seen in the following figure.

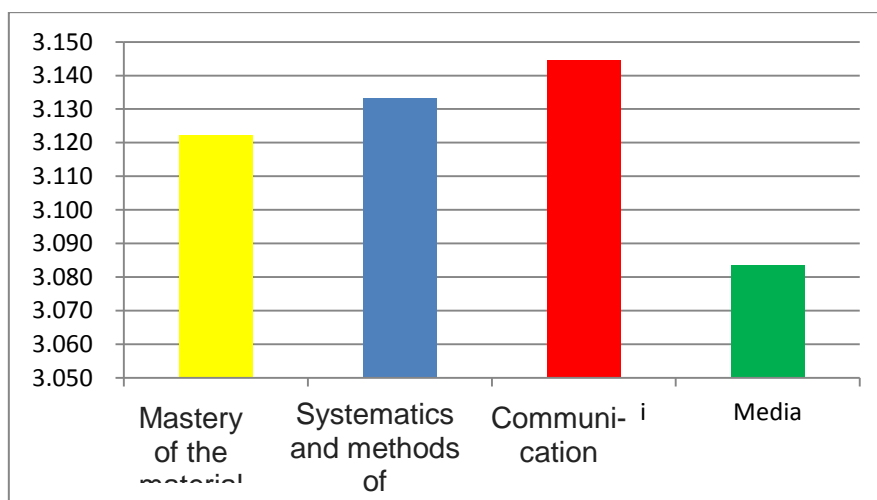
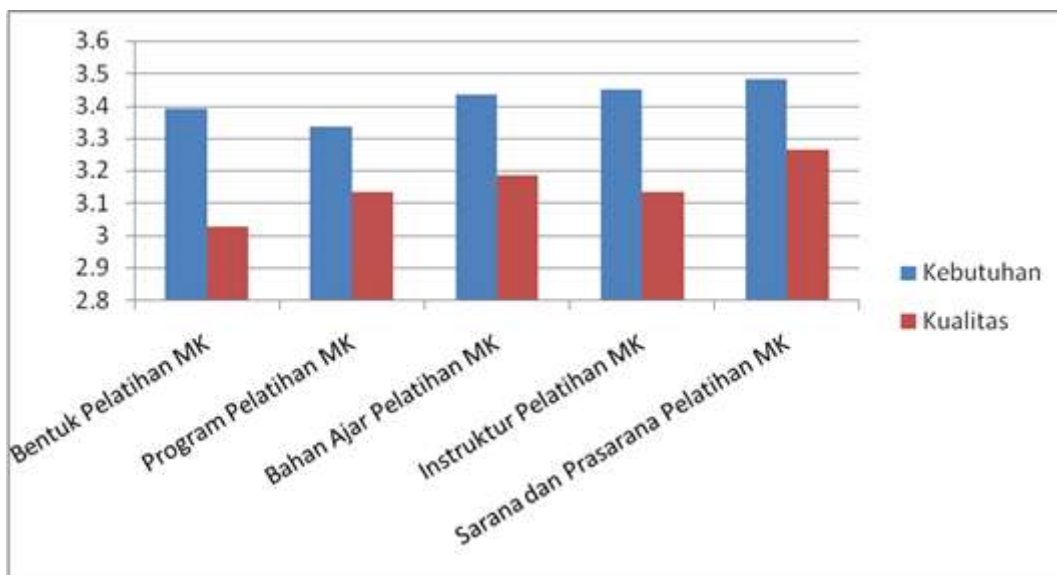


Figure of Graph Score Quality Instructor Training Courses Drawing Creative

The Comparison of Creative Drawing Training Needs and Quality

Training needs and quality of creative drawing in five 5 indicators of: procedures and

implementation, training programs, creative drawing training materials, training instructors, and facilities. The comparison of average scores was shown in the following figure.



Sources: The processed Primary data

The Picture of Comparison between Needs and Quality of Creative Drawing Training

From the figure above, it can be concluded that need was generally higher than quality; need had an average score above 3.3 while quality had far below. It showed that creative drawing training program was greatly required by kindergarten teachers that they were expected to implement and improve it to their education system due to the development of children's creative talents in their early age.

While the quality of the existing creative drawing training implementation relatively needed to be improved.

Furthermore, if referring to the scores of each indicator component of creative drawing training program need and Quality results could be presented through the following picture:

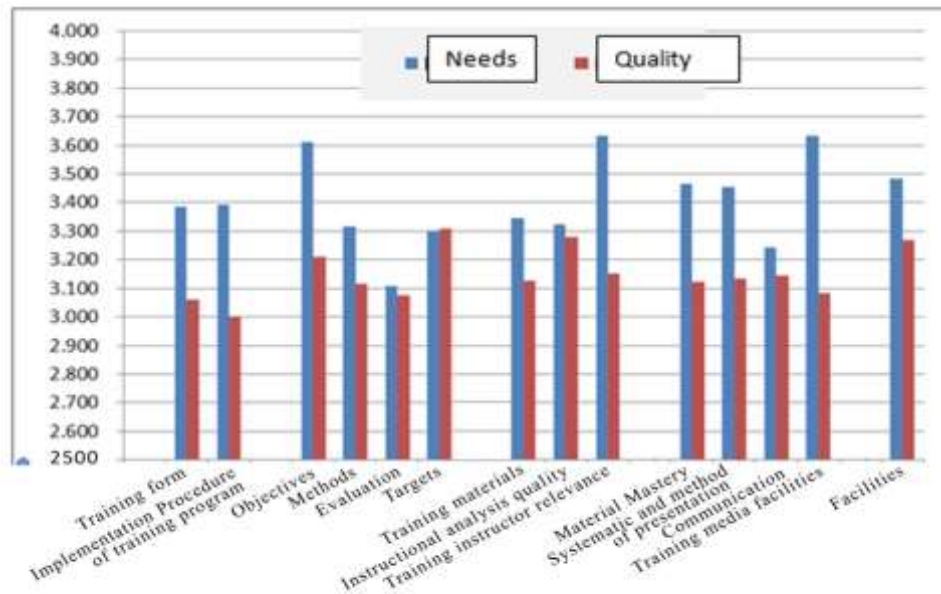


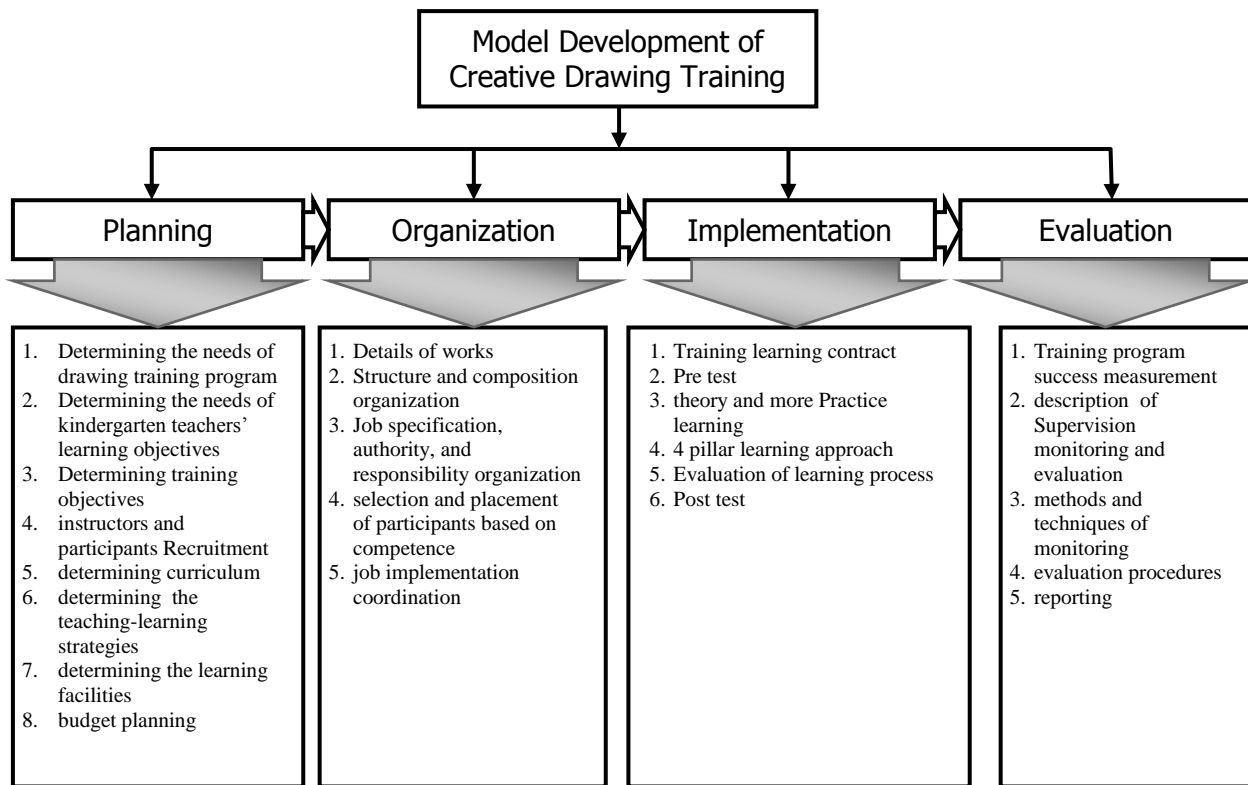
Figure 4.11 The Mean Scores Comparison of each indicator component of creative drawing training program need and quality

From the figure above, it showed that the highest score mean was above 3.6 at the component of training program needs such as goal, relevant teaching materials, and media used by the instructors. This suggested that the most urgent components of creative drawing training needed were goal, relevant materials and media used in training program by the instructors. Thus, the results met the expectations of kindergarten teachers.

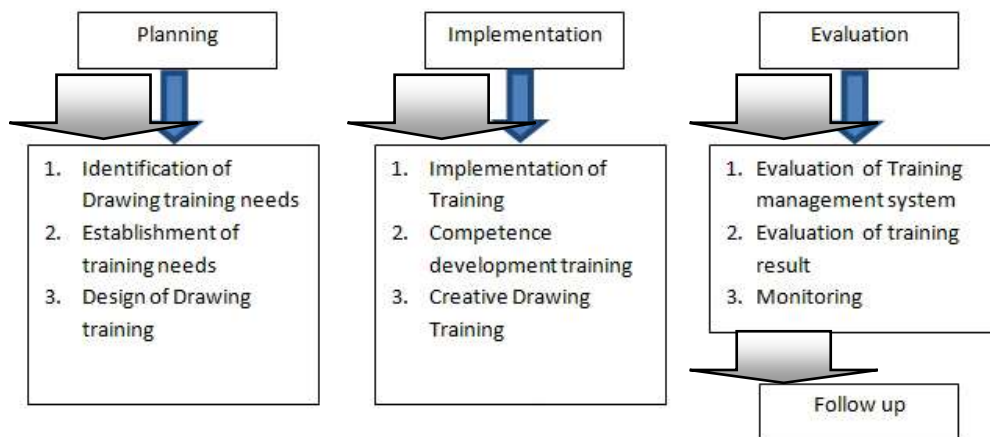
While from the lowest quality with the score below 3.1 showed the procedures and

implementation of training program, target, and media used by the instructors of creative training drawing. This suggested that the training quality especially related to procedures, implementations and targets of training programs were required to be improved, thus the training might possibly reach the targets, and the media used in training really eased kindergarten teachers to gain the training results.

Creative drawing Training management model designs were further presented as follows:



Initial drafts of creative drawing training model development with the topic of conservation to kindergarten teachers in Semarang. The Development Focus of Drawing Training Implementation Process



The ideal creative drawing Training models that need to be supported with Guidance books are as follows:

1. creative drawing training management Model Guidelines
2. Training Instructor Guidelines
3. Training Participant Guidelines
4. Creative drawing material Guidelines.

CONCLUSIONS

From the preliminary research, some results were obtained as follows:

1. Basically creative drawing training program was urgently needed by the kindergarten teachers. They were supposed to be able to develop and apply it in education for the optimal development of children's talent and

creativity. In fact that the quality of the existing creative drawing training was relatively needed to be improved.

2. The most urgent components needed in the creative drawing training was the training program purposes, training material relevance and media used by instructors in training that the results meet the expectations of kindergarten teachers.
3. There was an urgency to improve the quality of training mainly related to the increase of training form and training procedure implementation, training program target clarity that the training meets the targets, and the media used in media training definitely facilitate kindergarten teachers to accept the essences of creative drawing training.

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