

The Level of Early Childhood Teacher Education and its Relationship with the Moral Quality of the People in Dompu Town, West Nusa Tenggara, Indonesia

Siti Zaenab

STAHN Gde Pudja Mataram, Indonesia

sita.zaenab99@gmail.com

Abstract: The purpose of this study is to determine the needs of existing PGPAUD teachers in Dompu District. PAUD teachers in Dompu District are very concerned. This concern makes researchers upload their heart to think critically about this, so this article will reveal the existence of PAUD teachers who have PGPAUD S1 education qualifications. The lack of teachers is the main concern of the government at this time, with conditions like this then, the problem of the fulfillment of early childhood teachers can be realized. The type of this research is qualitative descriptive, with phenomenology approach. The research location is in Dompu Regency. The methods are observation, interview and documentation. Followed by data analysis that is reduction, display, data verification, and the end of this method is checking of data validity that is; credibility, reliability, and confirmability. This step will not be scientific if it is not supported by existing theories. The results of this study are: (1) unmet needs of PAUD teachers in Dompu District; (2) PAUD teachers in Dompu District is still a high school diploma; (3) PGPAUD S1 qualification does not exist yet; and (4) local government plan to send or attend training to increase the knowledge to PAUD teachers with high school diploma, so as to meet the expected standard. The immediate recommendation to appoint PAUD teachers and improve human resources in building quality buds to compete for the year 2045 will be realized.

Keywords: fulfillment, early childhood teachers, buds of the nation

I. INTRODUCTION

Based on Law No. 20 of 2003 pasal 1 ayat 6 it is written that educators are qualified personnel as teachers, lecturers, counselors, learning staff, widyaiswara, tutors, instructors, facilitators, and other designations in accordance with their specialty, and participation in education. Furthermore, in general provisions explained that educators are professional personnel in charge of planning and implementing the learning process, assessing learning outcomes, guide and train and conduct research and community service. A professional educator is a work or activity undertaken by a person and a source of livelihood that meets certain standards of quality or norm and requires professional education. While childhood is a golden period, it is the early age as a critical moment in the range of development has been understood by many parents and society.

The development of the child takes place continuously which means that the level of development achieved at a stage is expected to increase both quantitatively and qualitatively in the next stage. Although each child is unique, because the child's development is different from each other influenced by internal and external factors, the child's development still follows a common pattern. In order for the child to reach an optimum level of development, parental and adult engagement is required to provide a comprehensive and integrated stimulus that includes education, care, health, nutrition and protection consistently provided through habituation.

Early Childhood Education as stated in Law No. 20 of 2003 on national education system. The Act states that education consists of early childhood education, primary education, secondary education, and higher education, all of which are systemic entities. That is, education should start from an early age, ie early childhood education (PAUD).

According to Permendiknas Number 58 of 2009 which discusses the standards of implementation of

early childhood education in Indonesia states that early childhood education standard is an integral part of the National Education Standards as stated in Government Regulation No. 19 of 2005 on National Education Standards formulated with consider the characteristics of the implementation of early childhood education. PAUD standards consist of four groups: (1) standard of achievement level; (2) educator standard and educational institute; (3) standard of content, process and assessment; and (4) standard of facilities and infrastructure, management, and financing.

Quoting Zaenab (2016) argues that the role of early childhood teachers is not teaching, but nurturing, educating and managing stressful pressure in helping the child's own development. Therefore, teachers should have an understanding of the growth and development of children. Therefore, the government began to glance that early childhood education is very determining the progress of an area. In the world of education, the existence of the role and function of early childhood teachers is one very important factor. Teachers are the most important part of the teaching and learning process, both in formal, informal and non-formal education. Every effort to improve the quality of education, teachers can not be separated from various things related to their existence.

II. METHODS

This research is designed to discuss about the fulfillment of PAUD teachers in education service in Dompu. To direct the course of a research required a research design. The design is an overall scheme including research programs. The design of the study was also prepared based on the results of initial observation and serves to provide a general overview of the activities undertaken in the field.

The approach taken in this research is qualitative descriptive approach. The focus of this research is on the needs of PAUD teachers. This is in line with the opinions of Bogdan and Biklen in

Moleong (1996) that the qualitative approach has five characteristics: (1) done in the natural setting; (2) descriptive; (3) protrusion of process; (4) using deductive abstract analysis; and (5) the disclosure of meaning.

The location of this research in Dompu West Nusa Tenggara Province especially concerning the fulfillment of PAUD teachers, with some considerations. First, in the Dompu District of NTB Province, the level of educational development is quite low when compared with other areas in NTB. Second, the problem of PAUD teachers' fulfillment is still uneven. Third, the attention of local government to the fulfillment of the needs of early childhood teachers as education services in Dompu is minimal.

To address this main issue, it is important to conduct an academic study on the fulfillment of the needs of early childhood teachers in advancing education. This is important because by assessing the fulfillment of the needs of early childhood teachers in the equitable distribution of educational services, this can later be met and promote religious education, so as to make a useful society in the society to come.

The type of data collected in this study is, the type of data qualitative and supported quantitative data. Qualitative data is data expressed not in the form of numbers, but in the form of sentences, statements, or descriptions derived from informants. Therefore, this type of research data includes qualitative data because in the form of narrative that is qualitative (Sujana, 2002). The data source is the subject from which all data can be obtained and used in this study. In this study there are two data sources, namely primary data and secondary data.

Secondary data sources are data obtained through other parties, not directly obtained by researchers from research subjects. Other data used in the form of the results of library research, documents, books, research reports, papers, and articles. The sources of qualitative research data as stated by Arikunto (2010) can be interviewees, observable venues, and meaningful papers or symbols. The goal is to collect and collect data obtained not only from one source, but from various sources on: observation, interviews, documents.

Data analysis techniques in qualitative research can not be separated from each other because both of them take place simultaneously. In connection with the analysis of data in this study was conducted while the research process is still ongoing and analysis at the end of research activities for further published in the report. According to Miles and Huberman (1992), data analysis techniques that are suitable for descriptive type are descriptive tactics through three activities: (1) data collection; (2) data reduction; (3) data presentation; and (4) verification. These three activities are interrelated and an analytical tool that allows data to be meaningful.

In this study, the validity and reliability of data on the fulfillment of PAUD teachers in Dompu District can be used criteria as recommended by Lincoln & Guba stated that the criteria are: (1) credibility; (2) transferability; (3) dependability; and (4) confirmability

(Zaenab, 2015). However, in this study only used three of the four criteria, namely: (1) credibility; (2) dependability; and (3) confirmability. That checking the credibility of the data needs to be done to prove whether the observed things or events are actually in accordance with what actually happened in the field.

III. RESULT AND DISCUSSION

To strengthen a need for PGPAUD teachers in schools in education services, clearly NTB Provincial Government knows the rules and policies contained in its duties and obligations. To determine the originality of the research, this research needs to be traced to various studies on the fulfillment of PGPAUD teacher needs in education service, which has been done before. Furthermore, based on the observation and understanding of researchers on the study of the fulfillment of the needs of early childhood teachers in religious education services, then there are several studies conducted by experts and researchers earlier associated with this research, among others, as below.

The study conducted by Suprpto et al, about the fulfillment of teachers of religious education in schools (SMP) in the framework of equalization of educational services in a research Puslitbang Religious and Religious Education (2000), stated that the implementation of religious education in schools still face various problems, for example: religion in schools, inadequate teachers of religious education in schools, and not all educational institutions, especially private teachers prepare religious education in accordance with the religion of the adopted students. Given the research conducted by Suprpto et al, focused on the study of the fulfillment of teachers of religious education in schools (SMP) in order to equitable education services. The contribution of the study conducted by Suprpto et al. To this research is how local governments are able to create a sense of ownership towards formal educational institutions, so that efforts to empower and equitable teacher fulfillment still get serious attention.

The study conducted by Surna in a study (2013) about the needs of Hindu subjects teachers in schools, elementary, junior high, and high school, vocational school in North Lombok, said that for the high school level the empowerment of Hindu teachers is very less even not the same once the country's religious teachers, who have more non-permanent religious teachers (honorariums), analysis on the ground that this will trigger the retreat of religious education to the people in North Lombok.

The contribution of Surna's study to this research is how the government efforts in North Lombok are able to provide kuaota for the appointment of teachers of Hinduism with the status of the country, so for the future religious education will be able to provide spiritual moral enhancement to the students. Research conducted by Sumantri (2013) states that the government's efforts in Central Lombok are able to empower Hindu religious teachers as servants of Hindu religious education in each school either at the elementary level up to the state with the status of a minimum even a contract teacher (honorarium).

In accordance with article 24 paragraph (3) of Law Number 14 Year 2005 explains that one of the role of the Education Office is to organize the distribution of teachers. The distribution of teachers aims for equity to the ratio, academic qualification, distribution, and composition of civil servant teachers according to the real needs of each educational unit. But in fact in Dompu District, NTB Province still found schools in every level of education in the area there is no PAUD teachers who have PGPAUD S1 education qualification.

Based on the findings of field research on 23 June 2017 and 23 August 2017 that it is true that the condition of PAUD teachers who have PGPAUD education qualifications is lacking and none at all. Lack of PGPAUD teachers outlined above, because they do not want to continue PGPAUD S1 outside their area. And they just want to go to school in their own area with another S1 degree not PGPAUD. Some of the things that need to be explained at this point are: (1) the fulfillment of PAUD teachers; (2) early childhood education; and (3) theories used.

Meeting the Needs of PAUD teachers

Meeting the needs of early childhood teachers is one way or process by the foundation, the government, in order to meet the needs of the lesser PAUD teachers. As the process or the way the government should immediately appoint PAUD teachers to teach in non formal education institutions (Widya, 2013).

Understanding Early Childhood

What is meant by the notion of early childhood is a small human figure that has the potential and hope in the future. According to Law Number 20 of 2003 on the National Education System article 28 states that the meaning of early childhood education is a coaching efforts aimed at children from birth up to the age of six years is done through the provision of educational stimulus to help growth and physical and spiritual development so that children have readiness in entering further education. Early childhood success is the foundation for the success of education at the next level. Early age is a "golden age" for a person, meaning that if someone at that time gets the right education, then he gets a good learning readiness which is one of the key to the success of learning in the next level.

Efforts to promote the character of mind, mind and body of children, in order to promote the perfection of life that is life and life of children in harmony with nature and society. Understanding Children is a man or woman who has not yet grown or has not experienced puberty. The child is also a descendant of both parents, where the word "child" refers to the opposite of the parent, the adult is the child of their parent, even though they have grown up.

According to Article 1 paragraph (2) of Law Number 4 Year 1979 about child welfare states that child is someone who has not reached age 21 (twenty one year and never married). Early ages are those older than 2 (two) years and younger than 13 years. These limits are in accordance with the limits set forth by Zaenab (2016). In the lower education level the lowest age limit in this sense are those who start or sit in

Kindergarten or Playgroup, while the highest level of education is they are sitting in elementary school level.

Equity Education Services in Early Childhood

Equity with the aim to realize a justice, equity of service in this case is very closely related to the matter of giving satisfaction to the customer, service with good quality can provide good satisfaction also for the customer, so that the customer can feel more paid attention to the existence by the company. According to Moenir (1992) states that service is the process of fulfilling the needs through the activities of others directly. The emphasis on the definition of service above is the service given concerning all the efforts undertaken by a person in order to achieve the goal in order to get satisfaction in terms of fulfillment.

Brata (2003) issued a different definition in her work entitled Primary Services Basics, saying that: "A service will be formed because of a certain service delivery process from the service provider to the party served." In addition Brata also added that a service can occur between someone with someone, someone with a group, or a group with someone as well as people who are in an organization. Religious and religious education in schools is done consciously by the government with the community with the aim of improving the quality of the faith of learners. The purpose of religious education in schools is so that learners can grow, intelligent, skilled, and have a diversity attitude and sensitive to behavioral changes. In this context Soetopo, (2005) said that children should receive education early in order to grow and develop in accordance with the educational process implemented by educational institutions in the environment

Nasir (1999) explains that theory is an instrument of science. Theory is useful for: (1) defining the main orientation of science by defining the types of data to be made abstract; (2) plotting relevant phenomena systematized, classified and linked; (3) providing a summary to facts in the form of empirical generalizations and systems of generalisation; (4) giving predictions to facts; and (5) providing gaps in knowledge. The real theory is not just an overview of the data summarized because the theory not only says what has happened, but also why something happens as it happens in reality. This study uses a set of theories as the basis of reference. These theories are: (1) the theory of structural functionalism; and (2) the theory of public policy.

Theory in Research

The parson in Arisandi (2015) expressly uses a functional approach in view of the social system or community order. For him, society is created from systems and structures that function autonomously and inherently. Therefore, in seeing the community must also be considered the structure and function. The basic assumption of structural functionalism theory is that the community is integrated on the basis of the agreement of its members on certain values. In this case, these values have the ability to overcome various differences so that society is viewed as a system that is

functionally integrated in an equilibrium. According to Merton functional structural analysis focuses on groups, organizations, societies, and cultures (Ritzer, 2005).

Public Policy is a decision intended for the purpose of addressing the problems that arise in a particular activity undertaken by government agencies in the context of government administration (Mustopadidjaja, 2002). In another viewpoint, Hakim (2003) argued that the Public Policy Study studied government decisions in addressing a problem of public concern. Some of the problems faced by the Government are partly due to bureaucratic failures in providing services and solving public problems. The failure is *information failures, complex side effects, motivation failures, rentseeking, second best theory, implementation failures* (Hakim, 2003).

According to Dunn (1994), the process of policy analysis is a series of activities in the process of political activities. The political activity is defined as the policy-making process and visualized as a series of interdependent stages, namely: (1) agenda preparation; (2) policy formulation; (3) policy adoption; (4) policy implementation; and (5) policy assessment. The process of policy formulation can be done through the following seven stages Mustopadidjaja (2002) stated that this theory is used to dissect government efforts on the fulfillment of the needs of PAUD teachers in the equity of education services in Dompu.

IV. CONCLUSION

The conclusion from the result of the above research, is not yet fulfilled the needs of PAUD teachers in Dompu Regency. This is because the community does not want to continue education PGPAUD S1, the reason difficult to leave children and family. with problems faced by the community in Dompu concerning the fulfillment of PAUD teachers are still lacking, namely: first, quality and quality of teachers, second, the number of teachers PGPAUD perceived still less, third, the problem of distribution of teachers to schools less evenly, and the fourth rarely the appointment of PAUD teachers to be civil servants.

The low quality of this education will be affected by the lack of human resources and the appointment of general teachers and teachers in the field of study in particular are still very concerned. While the expectations of the community at the moment are the appointment and placement of PGPAUD teachers, in Dompu is immediately possible. With the upliftment of teachers PGPAUD, will be able to provide a ray of hope to the region and teachers to the fore, and minimize the existing crisis in the community in Dompu.

REFERENCES

- [1] Arikunto, S. 2010. *Qualitative Research Procedures and One Practice Approach*. Yogyakarta: Rineka Cipta.
- [2] Arisandi. 2015. *Education A Cultural Studies Contemporary*. Boston: Pearson Education, Inc.
- [3] Barata. 2003. *Excellent Customer Service*. Surabaya: Paramita.
- [4] Bogdan, R. C., & Biklen, S. K. 1982. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon. Inc.
- [5] Dunn, W. 1994. *Policy Analysis*. Yogyakarta: University of Gadjah Mada.
- [6] Hakim. 2003. *Production Planning and Control*. Surabaya: Guna Widya
- [7] Miles, B. M., & Huberman, A. M. 1992. *Qualitative Data Analysis*. Jakarta: Universitas Indonesia (UI-Press).
- [8] Moenir. 1992. *Public Service Management*. Jakarta: Bumi Aksara.
- [9] Moleong, L. J. 1996. *Qualitative Research Methodology*. Bandung: CV Remaja Karya.
- [10] Mustopadidjaja. 2002. *Public Bureaucracy Reform in Indonesia*. Yogyakarta: Penerbit PSKK-UGM.
- [11] Nasir. 1999. *Social and Cultural Theories*. Jakarta: Hanoman Sakti.
- [12] Soetopo. 2005. *Leadership and Preschool Education*. Malang: UMM Press.
- [13] Sudjana. 2002. *Statistics Method*. Bandung: Jakarta: Rineka Cipta.
- [14] Sumantri. 2013. *Government Efforts to Empower Hindu Religious Teachers in Central Lombok*. Research Report. Mataram: STAHN Gde Pudja Mataram.
- [15] Surna. 2013. *The Needs of Religious Subjects Teachers in Schools, Elementary, Junior High, and High School, Vocational School in North Lombok*. Research Report. Jakarta: DP2M Kemdikbud.
- [16] Zaenab, S. 2016. *Professionalism of Early Childhood Teachers to NTB Competing*. Yogyakarta: Deepulisher.
- [17] Zaenab, S. 2015. *Research Methodology Qualitative Education Perspectives Present*. Malang: Percetakan Selaras Malang.