

COMPETENCY PROFESSIONALISM OF EARLY CHILDHOOD EDUCATION TEACHERS IN THE IMPLEMENTATION OF THE CURRICULUM 2013

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Abstract

The curriculum is a set of plans and rules on the objectives, content, and learning materials, as well as the ways used as guidelines for implementation to achieve certain educational goals. Currently the curriculum for early childhood applicable in Indonesia is the curriculum 2013 which emphasizes character education and uses a scientific approach. One of the keys to the success of the curriculum 2013 is to provide competent educators. Teachers as educators have four competencies one of them professional competence. It is said that a professional teacher if the teacher is able to master the scientific materials, specific methods of learning in the field of study, and able to master the curriculum. the implementation of the curriculum 2013 to early childhood education is still relatively low. Therefore, there is a need for practical follow-up to support the established policies. One of them is by conducting socialization and training to early childhood education teacher about curriculum 2013.

Keywords: *competency professionalism, early childhood education, curriculum 2013*

1 INTRODUCTION

It is due to the modification of government structure then the education system will also change every time. Early childhood education also undergoes changes that occur, as we know that early childhood education is the starting point for children to continue their higher pedagogy education, the most obvious modification is the change of curriculum. The curriculum is seen as the heart of education because the curriculum is a tool of instruments to achieve educational goals. Early childhood curriculum should emphasize child centered approach, curriculum was developed from the interest and capacity development of children, while teachers become mentor and facilitator (file, mueller, & wineski, 2012). The curriculum prevailing in Indonesia at this time is the curriculum in 2013 in which the curriculum is to use the scientific approach which aims to establish a systematic pattern of thinking with a series of mutually continuous process of the most concrete into a real work as a result of a high-level thought. (Kemendikbud,

2015). Curriculum 2013 is a development of the previous curriculum to respond to some of the internal and external challenges, pressure point for curriculum 2013 development is the improvement mindset, strengthening governance curriculum, deepening and broadening material, reinforcement learning and learning load adjustment in order to ensure the suitability between what is desirable with what is produced (Rusman, 2015 : 85)

In achieving these objectives must be balanced with the services of educators who are competent in their sector. The educator profession valuable strategic due to the bearer has a genuine task for humanity, humanity, intelligence, and development character (danim, 2002). Educators, who have high commitment and dedication, are creatively able to develop a curriculum that has become government policy (Halimah, 2016). Rule no.14 of 2015 states that professional educators whose main duty is to educate, teach, guide, direct, train, assess, and evaluate students. Educators have an important role in curriculum development

(Null, 2011), and educators should refer to the targets contained in the school curriculum.

Teachers as educators have four competencies one of them is professional competence. According to DwiSiswoyo, et al (2008: 12) Professional competence is teachers can master the scientific materials, specific methods of learning, syllabus curriculum control, and ethical insights and professional development. All such authorization must be controlled by teachers that are tailored to the characteristics of early childhood. Teachers are required to be able to convey learning according to the scientific field. This is in line with the Ministerial Regulation No. 16 of 2007 on the Standards of Academic Qualifications and the Competence of Early Childhood Teacher Education "teachers in early childhood education or at least RaudataulAtfal must have a minimum education qualification of diploma IV or undergraduate in early childhood education or psychology obtained from an accredited course".

The most ideal educator is an educator with professionally educated competence and well trained, and have rich experience in their field (Asmani, 2015). Teachers should try to provide opportunities for children to explore the environment in order to find their self, give them a chance to try, and develop creativity.

Based on the result of UKG (teacher competency test) in pedagogic and professional field conducted by Kemendikbud in 2015, 7 provinces get the best score, that is 55, 7 provinces are DI Yogyakarta, Central Java, DKI Jakarta, East Java, Bali, Bangka Belitung and West Java. It can be seen from the result that most teachers in other 27 provinces have not reached the minimum standard set by the government. The degeneration of education is not due to the curriculum but by the lack of professionalism of teachers and the reluctance of student learning, Suryadi (2004: 3).

Research conducted by the National Institute of Child Health and Human Development and Early Child Care Research

Network (NICHD ECCRN, 2002) says that teachers who have little education or no specialized training in early childhood education, especially scholars in the field of early childhood education is not providing higher quality learning experience in educating children.

In addition to the need for appropriate teacher professionalism in the field, the curriculum must also meet the criteria of good. The curriculum of early childhood education is an integral part of the national education curriculum development policy, and has continuity with the curriculum of 2013 on the level of education above (Rule number 20 of 2003 on the national education system). Educational success is reflected in the quality of learning, and the involvement of students in the learning process.

The implementation of the 2013 curriculum in Indonesia is still a big specter especially for early childhood education teachers, there are still many teachers who have not yet comprehensively comprehended the 2013 curriculum, this paper aims to examine more deeply about the competence of professionalism of early childhood education teachers in implementing the curriculum, especially the 2013 curriculum considering the implementation of the 2013 curriculum is still running until today.

2 LITERATURE REVIEW

2.1 Competence of Teacher Professionalism

Competence in the world of education is based on rational considerations that the learning process is a complicated and complex process, there are various aspects are interrelated and influence the success or failure of the learning activities (Naim, 2011: 56). Competence is a matter that describes the qualifications or ability of a person, whether qualitative or quantitative. Competence is also defined as the knowledge skills and abilities controlled by someone who has been a part of himself so that he can perform the behavior of cognitive, affective, and

psychomotor as well as possible (McAshan in Mulyasa, 2003: 52).

Competence is defined as the knowledge, skills, basic values and attitudes held by a person as well as in its application in the work, in accordance with the performance standards required by the courts (Fathurrohman&Suryana, 2012). Furthermore, the competence of teachers is a set of mastery of skills that must exist within the teacher in order to realize its performance appropriately and effectively (Kunandar, 2007). Kepmendiknas 045 / U / 2002 also defines a set of competencies that intelligent action, the full responsibility of a person as a condition to be considered capable by the public in carrying out tasks in certain occupations. (Fathurrohman and Suryana, 2012) teacher competence is the ability of a teacher in carrying out obligations in a responsible and feasible manner. The competencies of each teacher will show the actual quality of teachers (Directorate of Education Personnel, Ministry of National Education, 2003).

Furthermore Gordon in Mulyasa in Kunandar (2005: 53), there are several aspects contained in the concept of competence, namely the first knowledge (knowledge) is an awareness in the field of cognitive, both understanding (understanding) where the cognitive and affective depth belongs to the individual, who the third is the ability (skill) is something that is owned by a person to perform the task or work assigned to him, the four values, a standard of behavior that has been believed and psychologically has been united in a person, the fifth is the attitude, feeling (happy- likes - dislikes) or reactions to an external stimulus, the six interests (interest), in which a person's tendency to perform or perform an act.

Professional comes from the word profession which means "capable" or "expert". The profession is a work based on special intellectual and training studies, while professionals are the equivalent or standard of performance (ability and attitude) of professional members reflecting conformity

with the professional code of ethics (Fathurrohman and Suryana, 2012).

Rule Number 14 on 2005 regarding Teachers and Lecturers is a work or activity undertaken by a person and a source of living income that requires expertise, skill or skill that meets certain quality or norm standards and requires education. Profession is a job or position that cannot be held by anyone without preparation through education and training in particular (Kunandar, 2007: 45). Professionalism of teachers is a skill (skill) and authority in a certain position that requires competence (knowledge, attitudes, and skills) specifically acquired certain of intensive academic education.

Evans (2008) suggests a professional teacher is a form of individual expression of the professionalism that shows a certain quality that can be expected of members of the professional community. It is important to underline that a professional in testing circumstances and interactions which can be found within themselves (Solbrekke&Englund, 2011).

Professionalism also takes into account that teaching is not done neutrally but doing something for others, from which political and economic socialization needs to be made explicit and handled by the teacher (Benade, 2008). Law No. 14 of 2005 on teachers and lecturers in chapter II of Article 2 stated that teachers have a position as professional staff functioning especially on the formal path for early childhood education, teacher position as a professional worker is proved by the existence of educator certificate. Professionalism is a job that requires or requires special expertise, professionalism is also a dynamic process in certain jobs that can be observed to improve or enhance the most important characteristics in accordance with the rules of the profession (Asmawati, 2014).

Professional teachers will be able to organize learning and assessment processes that are fun for students and teachers, so as to encourage the growth of learning creativity in learners (fathurrohman and Suryana, 2012: 40). Professionalism as a supporter of the

fluency of teachers in carrying out their duties, influenced by 2 factors, internal factors include interests and talents and external factors related to the environment, infrastructure, and various exercises conducted by teachers.

Professionalism of teachers can be interpreted as the field of professional work with the dimensions of sociological, ideological and educational aims to achieve the highest standards in the teaching profession based on professional formation, knowledge, skills and value (Demirkasimoglu, 2010). Professional educators in creating learning activities must understand how to provide a variety of experiences that support the students, both intellectual, social, and emotional development, as well as the physical development of learners (Jarvis, et al. 2010). Professional development of teachers is a process whereby teachers and principals learn, improve and use appropriate knowledge and skills and values, professional demands to provide optimal services in the field of education to learners to achieve learning objectives (Saondi&Suherman, 2010). Professional development is the only way for teachers to advance such applied teaching knowledge. Professional teachers have specific knowledge and competencies to work in accordance with established criteria. (Ilgan, Aslanargun& Shaukat , 2015)

In Article 8 of the Law on Teachers and Lecturers, that teachers are required to have academic qualifications, competence, teaching certificate, physically and mentally healthy, and have the ability to achieve national education goals. Academic qualification is the minimum level of education that must be met by an educator proven by the relevant diploma and / or certificate of expertise in accordance with applicable legislation, competence as a learning agent that includes pedagogic competence, personality competence, professional competence and social competence (PP 19 Year of National Education Standards).

Professional competence is the ability to apply academic competence in authentic situations in early childhood education, this ability to adjust game design to situations faced (situational decision) or make changes in the organization of activities in accordance with the developing (Asmani, 2015).

The characteristics of professional competence, namely:

- a. Develop materials, structures, and concepts in the field of science that support and in line with the needs and stages of early childhood development.
- b. Designing creative development activities according to the early child development stage
- c. Develop professionalism in a sustainable manner by doing reflective actions.

2.2 Implementation of Curriculum 2013

The curriculum is a great plan that connects the knowledge and ability of each content area into the structures of integrated, in addition to the curriculum also puts knowledge and expertise in a sequence so that the teacher knows when to introduce it, providing methods and teaching and introduce the book, manipulation, and supplies which supports child learning. (National Center on Quality Teaching and Learning, 2012).

The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials, as well as the means used as guidelines for the implementation of learning activities to achieve specific educational goals (Law 146 of 2014 on Curriculum 2013 Early Childhood). The policy of early childhood development in Africa focuses on a game-based curriculum and an integrated holistic approach, the way it is implemented varies in terms of government services with primary responsibility for early childhood development policies and programs (Gracia, 2008). The academic demands of the education system in Kenya create challenges in the interpretation of the curriculum of early childhood education in the country, although Kenya's Curriculum Development

Institute expects teachers to contextualize learning to reflect local culture and experience in children, curriculum and deeper instruction at early childhood development centers in Kenya's rural areas remain educational and academic (Ministry of education & UNICEF, 2008). The preschool curriculum in Sweden also has a unique role in supporting learning, play, education and protection and the topic is often emphasized in the deepening of the curriculum (Sandberg & Arlemalm-Hagse'r, 2011). In the Swedish curriculum emphasizes the participation of children in their own learning process and the importance of exploiting children's curiosity and creativity as well as the flow of ideas and ideas in planned and realized projects in the preschool (The National Agency For Education).

Different curriculum models in Estonia, Finland, Sweden and Hungary are based on the country context, including teacher and team responsibilities in interaction with children and families, educational planning and child development evaluations, using teaching strategies and support from professional development, and create a growth environment (Piterson, at al , 2016). Halimah (2015) early childhood curriculum should emphasize a child centered approach, meaning the curriculum is developed from the child's developmental interests and capacities. McLaclan, et al (2010) curriculum is a system, such as: the national curriculum; curriculum of an institution or school curriculum, and specifically in schools there is a curriculum of subjects such as: the curriculum of geography, the language curriculum, the science curriculum, and the mathematical curriculum. The curriculum as a system organized in four dimensions or components that include, goals (aims, goals, objectives, or outcomes statement), the content or subject matter (content, domains, or subject matter), methods or procedures (methods or procedures) and evaluation (assessment and assessment) (Halimah, 2015).

Curriculum as the educational program serves as general guidelines for the implementation of the education system, the curriculum contains broad outlines learning programs in the form of activities to do in any organizing activities. In Permendikbud RI No. 146 Year 2014 on the Curriculum 2013 PAUD, suggests that to optimize child development, learning in early childhood using thematic learning with a scientific approach in the provision of educational stimuli, there are various methods used are, the methods of storytelling, demonstration, conversation, , role playing, tour work, projects and experiments.

The specificity of early childhood curriculum was introduced to establish a learning experience, not focusing on the achievement of academic skills that must be mastered child. The success of early childhood curriculum marked by the attainment of maturity stage of development according to the age group of children without the label not smart, or pass-not graduated. Curriculum 2013 using a scientific approach which aims to establish a systematic pattern of thinking with a series of mutually continuous process from which most concretely develop into real work as a result of a high-level thought.

A scientific thinking skills applied in learning (Kemendikbud, 2015):

- 1) Observe by means of all the sensory apparatus so as to feel the sensations generated from the object's thinking ability
- 2) Asking as the process of giving space to the child to cultivate the curiosity of the object observed
- 3) Gather information as how to answer his curiosity
- 4) Reasoning is processing the information that has been collected to answer the questions that arise earlier
- 5) Communicating ideas and understanding of knowledge about new concepts poured into various works in the form of oral, art, beam and others.

Successful implementation of the curriculum needs to be supported by qualified teachers who are able to analyze,

interpret, and actualize the information contained in curriculum documents into learning. As a key to the success of curriculum implementation, teachers play a role in the learning order.

3 CONCLUSION

Curriculum to guide the implementation of learning activities to achieve the goal of education and teacher education unit. Indonesia to date has undergone several changes to the curriculum. In the framework of the curriculum in 2013 shows that the teacher as a facilitator and assess students. Professionalism of teachers into one big potential in an effort to optimize the learning activities. Government, educational units, as well as the teacher has the opportunity to improve the quality of education, especially in the framework of learning in two ways. First, improve teacher competence. Second, optimizing the role of teachers in learning as a source of learning, facilitator, manager, demonstrator, mentor, motivator and evaluator, because however ideal the curriculum, it will not be meaningful if it is not supported the ability of teachers in implementing it.

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