

THE ROLE OF ACADEMIC QUALIFICATIONS, TEACHING EXPERIENCE AND TEACHER EFFICACY ON PERFORMANCE OF TEACHERS IN DEVELOPING EARLY CHILDHOOD LITERACY

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ABSTRACT

Literacy is the task of the development owned by the child. Basically since the child was born, he has brought literacy ability. Literacy of the child should be built early even before a child knows formal education, because the growth of brain cells in children ages 0-4 years reach 50% and up to the age of 8 years reaching 80%. At the age of 0-6 years the terminology referred to as preschool age children. Therefore, to develop children's literacy, school and home environment has a role that is very important. For that, the role of teachers cannot be underestimated in either activity inside and outside of the room. The performance of the teacher in teaching is influenced by several aspects: the academic qualification of teachers that comply with the standards of education, experience owned by a teacher during the teaching and teacher self-efficacy. Therefore, to develop children's literacy, these three aspects must be owned by the teacher through education or training-routine so that the performance of the teacher in developing the children's literacy is rising.

Keywords: early childhood literacy, self-efficacy, academic qualifications, experience teaching, teacher performance.

INTRODUCTION

Early childhood literacy development is an important basis for learning and school success, and also is a critical capability to act and contribute to the social environment. Most literacy development took place before the child enters school age, children's literacy at an early age is often interpreted within the context of formal schooling (Vagi & Clark, 2017). The importance of age before formal school gives children a good start to develop their literacy (DEST, 2005).

To enhance the school readiness, language skills and literacy toward formal schooling, teachers should be provided with professional development and expertise to implement the strategy of "reading scientific" in the classroom (Bingham & Terry, 2013). Further, the argument of the government and the general public regarding literacy often disseminate the view that teachers should choose between the set unbalanced and competed for the application of pedagogic or working to see an understanding of literacy narrowly to achieve the standards established in the curriculum (Mills, 2005; Snyder, 2008).

A high level of education from a teacher affects his ability to achieve optimal performance. In some studies, literature teachers are less willing to face with the problems in teaching because it is often not themselves considered experienced and gets enough training (Buellet et al., 1999; Cains & Brown 1996; Martin et al., 1999). Experience

and educational qualifications of teachers are two things that cannot be separated. Teaching experience is accompanied by education and proper performance then it will give the effect on the child's learning (Raudenbush & Ball, 2003).

In Indonesia, educational qualification is one factor in determining the performance of the teacher in developing capabilities of the child. On the other hand, teacher self-efficacy is also key in the success of teaching. In addition to the level of education, teachers must have a self-efficacy as the deciding factor of affective learning (Martin, McCaughy, et al., 2008). Teachers will surely be more successful when they have high self-efficacy which can bring them on the positive feelings about their careers (Erdem & Demirel, 2007). Teachers who have low self-efficacy tend to give up when facing the troubled students, tend to be rather punishing, grumpy and authoritarian. In contrast, teachers who have high self-efficacy tend to be spirited when facing the troubled students, tend to be continuously looking for solutions so that the teachers can teach to the maximum.

TEACHER'S ACADEMIC QUALIFICATION

According to the great dictionary of the language of Indonesia, academic qualification is a special education qualification to obtain a skill or expertise necessary to achieve something (reinstated etc.). So, academic qualification is skill or special skills in the field of education, as a teacher of lessons, educational administration and so on obtained from the educational process. In the Government Regulation number 19 Year 2005, qualification of the academic level of education is defined as a minimum to be met by an educator as evidenced by diplomas and/or certificates of expertise in accordance with the relevant applicable legislation.

In the Government Regulation number 19 Year 2005 about national standards, education is set a couple of things about the academic qualification of teachers based on the level of education. Educator in early childhood education has: (a) minimum education academic diploma qualifications four (D-IV) or Bachelor's degree (S1); (b) the background of higher education in the field of early childhood education, other educational or psychology; and (c) the certification of teachers for OLD.

Teachers in the basic education level and above is not feasible for teaching kindergarten, because many of the teachers do not understand a decent program for children aged five years and under and also they often wrongly assume that early childhood learning is the same thing like older children (Moyer, 2001). The level of early childhood teacher education gives influence on the quality of early childhood education and development which will also predict dating on the child (Adams & Wolf, 2008). Government school teachers are qualified higher than teachers at private schools. The majority of teachers in private schools are younger, less experienced and with academic qualifications are not standard (Waheed, Ansari, & Ahmed, 2011). Qualifications of teachers identified as government policy as one of the regulations that are prominent and important variable in predicting the quality of early childhood education and care (Ackerman, 2005). Level of teacher education and the qualification level potentially influence early childhood learning environment (Whitebook, 2003).

A high level of education from a teacher affects his ability to achieve optimal performance. Education in the organization is a process of development towards

the capability desired by the organization in question (Soekidjo, 2009). The higher a person's education is, the more resources people get. Education that is passed by a teacher determines the performance of teaching. Armed with decent education, teachers will be able to deal with confronting issues regarding to his profession (Ghufron & Ghufron, 2015).

Okloham was the first state in USA which specifically applied the rules that kindergarten teachers should have a certificate with regard to early childhood education in teaching in kindergarten. The rule reads "since January 1993, all kindergarten teachers shall be suitably early childhood education" (Education Commission of the States, 2005:4). In Australia, a teacher who has a background of Bachelor or diploma in early childhood education becomes a teacher or leader core classes. For teachers, there is no formal qualifications applied and escort teachers can work as teachers in core classes (The Australian Children's Education and Care Quality Authority, 2011).

TEACHER SELF-EFFICACY

Teacher self-efficacy is part of the professionalism of teacher (Tsangaridou, 2006). Teacher self-efficacy is one of the most important characteristics of the professional teacher (Panet al., 2013). Efficacy is believed to influence how a person feels, thinks, motivates himself and behaves (Bandura, 1993). In fact, some education research, teacher self-efficacy is seen as the main determinants of effective learning (Martin, McCaughy, Hodges- & Kulinna Cothran, 2008). Self-efficacy is the belief that is owned by a teacher against their ability in terms of influencing decision-making, regarding classroom management, organizing a series of lessons, teaching, motivating students to learn and communicate with students effectively in order to support its activities in schools in order to achieve the educational objectives (Bandura, 1986).

Self-efficacy is crucial in the process of teaching and learning. Self-efficacy is also correlated positively with the efforts of teachers to improve their teaching and to give positive influence on student learning (Tschannen-Moran & Woolfolk-Hoy, 2001). In the process of teaching, self-efficacy is a useful predictor for motivation and performance of teachers. Teacher self-efficacy has been declared as one of the important variables associated not only to teaching behavior (Henson, 2001), but also to his own disciples efficacy and for motivation and success of children (Anderson, Greene, & Loewen, 1988). This form of teacher effectiveness in the classroom becomes formation of motivation that is essential and very in touch with comfort for teachers in teaching, a willingness to tackle the problems and teaching performance (Sak, 2015).

Self-efficacy has two points of views i.e. someone will carry out the activities if they believe in the ability of their performance (individual efficacy) and if instead they are confident that their actions will lead to very interesting results (results of hope).

Self-efficacy is formed by four sources of information, namely: (1) experiences success. For the formation of self-efficacy, people should never experience a heavy challenge, so he could finish it with persistence and hard work. A collection of the experiences of the past will be the determinant of self-efficacy through representation cognitive, which include; memory against the frequency of successes and failures, the pattern of temporary, as well as in the situation of how the occurrence and success failure. (2) Events lived as if experienced on its own. When

people look at a scene, then they felt it as they experienced it themselves. (3) Verbal Persuasion. Verbal persuasion is the information inadvertently granted to people wishing to alter their efficacy themselves, by giving encouragement that the problems encountered can be resolved. (4) Physiological State and mood. In a change of activity the mood could affect someone's beliefs about the efficacy of her (Bandura, 1997).

1.1 Teaching Experience

The experience is closely associated with the time and conditions experienced by a person engaged in a field. Teaching experience is the work of teachers in carrying out the task as educators on specific education units in accordance with a letter of assignment from an authorized institution (Muslich, 2007). Physical evidence of this component can be a decree or a valid certificate from an authorized institution. Teaching experience is owned by the individual at the school before.

A teacher who has a lot of experience in teaching will find it easier in performing a quality teaching and learning activities. The experience is what has been experienced in the past (Notosudirjo, 1990:289). Experience is a situation, circumstances, and conditions ever experienced (perceived), executed, and accounted for in real practice (Purwodarminto, 1996:8). Experience is the process of holding relationships with the environment, while the purpose of the experience is to fathom about the environment (Soelaiman, 1975:115). Teaching experience is what has been experienced by the teacher during his duties as a teacher.

Things to note by the teachers is that they should always enhance the experience, so have a lot of experience and quality that can bolster its success in carrying out the task and obligations (Sumitro, 2001:70). Experience is a good teacher, because the skills of solving problems in the process of teaching and learning less acquired through formal education he traveled, but more are based on the experience that has he got during his teaching. Useful experiences obtained during the teaching will be able to affect the quality of the teachers in teaching.

Educational background and teaching experience are two aspects of the effect of the professionalism of a teacher in the field of education and teaching (Barizi, 2009:142). The more often a person experiences something, the increased knowledge and his skills against things and he will be more controlled, so from experience someone can try to get good results (Anthony (2003:104).

In working in this field of the task, the teacher's experience is always increased, his time growing more and more. The level of difficulty teachers found in learning increasingly rise on the wane in certain aspects in line with the increase of experience as a teacher (Djamarah, 2006:112). The longer working period, it will be increasingly diverse experience gained in works. He has been given set of theory as a supporter of his. Teaching experience of teachers can be measured from the number of years he taught, especially in the eyes of the lessons that he had.

1.2 Teacher Performance

Performance is most often thought of the U.S. task accomplishment category. The term task coming from Taylor's early notion of a required activity (Nelson worker's & Quick, 2006:191). Performance on the other hand, concerns those behaviors directed toward the organization's mission or goals or the products and services resulting from

those behaviors (Hughes, Ginnett&Curphy, 2009:390). A supportive context for facilitating performance is one where goals are clearly defined, work methods are made known, the rewards are established that motivate effort, equipment, materials, supplies, etc., are made available so that work is accomplished efficiently, and management is supportive and fair (Sonentag,2002:200). Performance is the quantity or quality of something produced or services rendered by a person who does the job (Luthans, 2008:165).

Performance is influenced most directly by individual attributes such as ability and experience, organizational support such as resource and technology, and effort, or the willingness of someone to work hard (Schermehon, 2010:130). Performance is often defined simply in terms of output—the achievement of the quantified objectives given, but performance is a matter not only of what people achieve but how they achieve it. High performance results from appropriate behavior, especially discretionary behavior, and the effective use of the required knowledge, skills and competencies (Armstrong, 2006:7).

Performance is the result of work that can be accomplished by a person or a group of people in an organization in order to achieve the objectives of the organization within a certain time period (Robbins et al., 2003). Performance can be defined as an activity and refined in accordance with his responsibilities with results as expected, or work that can be achieved by a person or group of people in an organization in accordance with the authority and their respective responsibilities in order to achieve the objectives of the organization in question legally does not violate the law and in accordance with the moral and ethics. The performance was the result of works that have strong links with strategic objectives of the organization, consumer satisfaction, and contribute to the economics (Amstrong&Baron,2005). Understanding the performance of a work produced by employees in achieving the expected objectives (Pitts, 2009). Job performance is the result of the work related to the objectives of the organization such as, quality, efficiency, and effectiveness of other criteria (Gibson et al., 2003).

1.3 Early Childhood Literacy

Literacy is derived from the Latin term “literature” and English “letter”. Literacy is the quality or ability of literacy/alphabet which includes the ability to read and write. But more than that, the meaning of literacy also includes the visual literacy, “the ability to recognize and understand ideas presented visually (scenes, video, image).” National Institute for Literacy defined Literacy as “an individual's ability to read, write, speak, compute and solve problems at the level of skills required in the job, family and the community.”

Most of the results showed the ability of early literacy is important in academic success later on (Duncan et al, 2007). Level of literacy and language skills of children in kindergarten and grade one is strongly believed to be key to the success of the school and after higher school (Stanovich&Cunningham, 1997). Some special abilities gained from many children during the ages of preschool has been found to facilitate literacy development during early school age. These include the ability to write a name (Wagner, Torgesen, & Rashotte, 1994), introduction to phonology (Adams, 1990; Snow et al., 1998), and the development of the vocabulary (Adams, 1990; Hart & Risley 1995;).

Literacy grows in several developing countries of the same condition as part in the economy of developed countries; access to schools for pupils from every age, access to reading materials and access to quality teaching (Levin & Lookheed, 2012). International education has recently been the focus on the promotion of literacy (Filmer, Hasan, & Pritchett, 2006), for example, the United Nations identified literacy as a challenge of global education in the year 2003 and in an effort to deal with the success of the development of the millennium, the next 10 years will be called the decade of literacy (UNESCO, 2007). This is in line with the achievement of education for all with increased average global literacy 50%, increase in literacy became an important component in learning program (Richmond, Robinson, & Sachs-Israel, 2008). Research on early childhood literacy outcomes that literacy is connected with five key components i.e. phoneme awareness, phonics, vocabulary, comprehension and fluency (Snow et al., 1998). This ability is learned during childhood in kindergarten to 3rd grade elementary school as children bring their prior experience with the spoken language, storytelling and writing and the teacher facilitates the experience through the introduction of sound, the letter, phonemes and words (Ross et al, 2015).

As a child learns to manipulate sound, read books and words he sums up the meaning of the word from a sentence, the understanding of what he read and heard increased (Snow et al., 1998).

Age	Development stage	Developmental milestone
0-3 years	Language acquisition	Interacts with books appropriately distinguishes speech sounds
3-4 years	Print awareness	Recognizes print in alphabet, books, and environment; literal listening comprehension; connects sounds to print
Kindergarten	Emergent literacy and phonemic awareness	Recognizes and understands letters, sounds, and sight words; answers comprehension questions about stories
Grade 1	First grade reading	Accurately reads and comprehends texts on first grade level; reads 300–500 words; reads 1-syllable, unknown, and nonsense words; answers comprehension questions after reading independently
Grade 2	Second grade	Reads multi-syllabic and

	reading	irregular words; comprehends fiction and non-fiction; writes reports
Grade 3	Third grade reading	Reads grade level fiction and non-fiction; uses root words and affixes to infer word meanings; has more advanced writing processes

Source:Neaum, 2010; Snow et al., 1998

2 CONCLUSION

From the explanation above it can be concluded that literacy should begin from an early age, where all learning involves a wide range of parties. At early childhood brain cells in children ages 0-4 years reaches 50% and up to the age of 8 years reaching 80%. The first literacy ability is the ability to read and write. At first in Indonesia the term literacy is more about language teaching or language lessons. However, in accordance with very quickchange then the meaning of literacy also develops so its meaning is not just reading and writing although the notion of literacy rapidly grows, butit is still related to the language.

Parties concerned and highly played an important role in the development of children's literacy is a teacher. In improving child literacy, teachers are required to be figure that can meet all the needs of the child either from the side of professionalism as well as the adults. A qualified teacher will certainly improve its performance in various ways so that targets are achieved and realized. Increasing the academic qualification of teachers is one of the ways that teachers can do.

Thus, the meaning of literacy develops from simple to more complex. In the development of children's literacy since entering the school, the teacher can work more effectively with children, shortcomings and problems in literacy can be prevented and policy regarding the improvement of literacy can be delivered properly. Teachers should be able to change attitudes and behaviors by increasing and developing appropriate self-competence so that it can face the challenges and changes. This change requires the willingness of the educator to boost commitment so that they can improve performance. It is in accordance with the annex to the regulation of the Ministry of Education National Number 16 years 2007 about standard of academic qualification and competence of teachers, that the qualifications Academic teacher KINDERGARTEN/OLD/RA must have a minimum education academic qualification four diploma (D-IV) or Bachelor's degree (S-1) in the field of early childhood education or psychology from an accredited study program.

Teaching experience owned by a teacher will bring benefits for the sustainability of the process of teaching and learning, because skills to solve problems in the process of teaching and learning are less obtained by teachers through formal education he traveled, but more based on the experience has he got during his teaching. Those experiences of benefit earned for teaching will be able to affect the quality of teachers in teaching. The more often a person experienced something, then the more increased knowledge he got.

The concept of self-efficacy is the belief on the ability of oneself-to face and solve problems effectively. Self-efficacy also means believingthat we are capable and successful. Individuals with high self-efficacy are committed in solving the problem and

will not give up when finding that the strategies that are being used do not work. Strong self-efficacy that is owned by individuals will foster a more positive attitude towards work. An individual's belief that he is able to complete the job well and overcome various difficulties will be internal controls on the work that he does. A strong internal control over the work performed will stimulate the feeling himself more meaningful, more responsible, more involved in performing the activity. This state would henceforth be able to evoke a sense of comfort and satisfaction in doing his job.

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