

**THE IMPLEMENTATION OF EDUCATORS' STANDARDS ON ORGANIZING  
EARLY CHILDHOOD EDUCATION IN KINDERGARTENS OF MEDAN CITY  
(THE CASE STUDIES IN TK HIKMATUL FADILLAH, TK AL-WARIF, TK AL-  
IKHLAS)**

**Satriyadi<sup>1</sup>, Anita Yus<sup>2</sup>, Daulat Saragi<sup>2</sup>**

<sup>1</sup>Master Student in State University of Medan (Unimed), Medan, Indonesia

<sup>2</sup> Lecturer in State University of Medan (Unimed), Medan, Indonesia

**ABSTRACT:** *This research starts from the implementation of early childhood education implementation standards, there are still many who have not implemented it according to the standards imposed by the government. This study aims to find out: Educational qualifications for early childhood education Teachers in Medan city; and Competencies possessed by early childhood education teachers in the city of Medan. This type of research used a qualitative approach, qualitative research is an approach in conducting research oriented to natural phenomena or symptoms. The subject of this study was directed at finding data from principals, teachers, and other parties who were considered able to provide answers to research problems. Data search began with the principal in this case the principal acted as the key informant. The instrument for collecting data used consisted of: Observation; Interview; and documentation. The results showed that: Pedagogic competencies in early childhood education teachers are very important in learning activities both from formal education and non-formal education, but in reality there are still many early childhood education teachers who have pedagogical competence that is not good in students' understanding, this can be seen as a bad category because the teacher does not understand students; planning and implementation of learning, this can be seen from the teacher does not always make the design of learning before the implementation of learning; in evaluating learning outcomes, this can be seen from teachers who are not discipline in evaluating learning outcomes; in the utilization of learning outcomes, this can be seen from the lack of students in skills because teachers who are less able to utilize the results of learning are not good (less use) because the teacher does not take advantage of learning outcomes by looking at the achievements of students. Teacher professional competency is relatively poor, where all teachers are undergraduate degrees but less relevant to their fields, have learning devices but only copy paste, apply learning with a fun learning model. Good teacher competency greatly influences the quality of learning and the quality of education.*

**KEYWORDS:** standards for educators, early childhood education, competence

## **INTRODUCTION**

Based on article 29 PP number 19 of 2005 concerning National Education Standards states that the competencies that must be possessed by teachers in Early Childhood Education units such as Kindergarten include: 1) IV (D-IV) or bachelor (S1) diploma minimum educational qualifications in the field of early childhood education or psychology obtained from accredited study programs, 2) higher education background in the field of early childhood education, other education or psychology, and 3) teacher

professional certification for early childhood education.

Saputra (2011:36) confirmed that teacher competence is a set of basic knowledge, skills and values reflected in the habit of thinking and acting. There are several competencies that must be possessed by educators, especially teachers at early childhood education institutions. According to Permendiknas No. 16 of 2007, there are four competency standards that must be possessed by a teacher. The four competencies are pedagogic competence, personality competence, social competence, and professional competence.

During the implementation of early childhood education which was pursued in accordance with the Content Standards, Process Standards, Assessment Standards, Educator Standards and education personnel and Education Personnel, Standards for Infrastructure Facilities, Management Standards, and Financing Standards, there are still some problems that require attention to achieve the goal of implementing early childhood education.

According to data from Educators and Education Personnel of Early Childhood Education in Medan City, it can be stated in the table below.

**Table 1. Data of Headmaster and Teacher of Kindergarten in Medan City Based on Education Level**

<b>Principal Data According to the Highest Certificate</b>			
No	Graduate	Total	Percentage
1.	High School	30	7,85
2.	D1	5	1,31
3.	D2	4	11,11
4.	D3	6	1,57
5.	Bachelor (S1)	301	78,80
6.	Postgraduate (S2)	36	9,42
Total		382	100,00
<b>Data of Teachers Based on the Highest Certificate</b>			
1.	High School	459	23,16
2.	D1	76	3,83
3.	D2	56	2,83
4.	D3	77	3,88
5.	Bachelor (S1)	1283	64,73
6.	Postgraduate (S2)	31	1,56
Total		1982	100,00

Based on the data presented in the table above, it can be seen that there are still problems related to the fulfillment of the Educator Standards and education staff, especially IV (D-IV) or undergraduate (S1) minimum diploma academic qualifications in conducting early childhood education in Medan. It is known that as many as 45 people (21.84%) Principals have academic educational qualifications with high school graduates up to D3 and as many as 337 people (88.22%) have educational academic qualifications with undergraduate degrees up to S2. As many as 668 people (33.70%) educators (teachers)

have educational academic qualifications with high school graduates up to D3 and as many as 1314 people (66.30%) have educational academic qualifications with undergraduate degrees up to S2.

The problem of not meeting educational qualification standards for educators certainly has an impact on the implementation of early childhood education. Especially for educators who do not meet the standards of educational academic qualifications certainly affect the ability of teachers in the implementation of the learning process carried out. During the implementation of learning the teacher is still less creative in applying various approaches and learning models. Learning is monotonous and teacher-centered.

A research conducted by Anamar (2014:31) stated that the implementation of standards had not been effective where the qualifications of principals are still in the D-II level of Kindergarten Teacher Education, the assessment of students had not been done individually. Regarding facilities and infrastructure, the school building is located close together, the rear building and the right side of the school are bordered by taller land resembling a cliff from the means of educational games. The condition of the classrooms is not clean, not renewed and there are still some that are not in accordance with the existing area. Outdoor playground equipment on the floor and not paying attention to child safety.

Based on the results of the preliminary research and some of the results of previous studies, it has been proven that the implementation of standards for early childhood education educators has not been well implemented. In this case, further research is needed to make the implementation of early childhood education as an education that must be followed by all the nation's children before entering basic education needs to be observed and managed according to the standards set.

Based on the description above, the researcher wants to examine further about how the implementation of standards for the implementation of early childhood education is based on management studies in the Kindergarten of Medan City. Given the implementation of standards for the implementation of early childhood education there are still many who have not implemented it according to the standards imposed by the government.

## **LITERATURE REVIEW**

### **Educators' Standards for Early Childhood Education**

The importance of early childhood education requires educators to become professional teachers. Suyanto (2005) said that professionals mean working according to procedures, following professional ethics and the science of early childhood education, and not making mistakes. The requirement for early childhood education educators to be included in the professional work class has been declared in Law number 20 of 2003. The Law states that early childhood educators are professionals tasked with planning,

carrying out the learning process and assessing learning outcomes, and provide guidance, care and protection to students.

Caregivers are early childhood education teachers who have not fulfilled academic qualifications and teacher competencies (Mulyasa, 2012:246). Early childhood educators should be included in the standards set by the government. Teacher's academic qualifications are having a D-II PGTK (Kindergarten Teacher Education) diploma from an accredited college or a senior high school or equivalent diploma and having a training/education certificate/accredited education for early childhood education courses to be included in the professional occupation class has been declared in Law number 20 of 2003. The Law states that early childhood educators are professionals tasked with planning, carrying out the learning process and assessing learning outcomes, as well as providing guidance, caregivers and protection for students.

### **Educators' Competence Standards of Early Childhood Education**

The qualifications and competencies of early childhood education educators are based on Permendiknas number 16 of 2007 concerning standards for academic qualifications and educator competencies. The following is the competence of early childhood education educators Based on National Education Minister Regulation No. 16 of 2007, namely, pedagogical competence, Personality Competence, Social Competence, and Professional Competence.

These competencies should be supported by the basic characteristics that must be possessed by an early childhood education educator. Edgington wrote down some important characteristics that early childhood educators must have. Edgington (in Christiani, 2012:116) These characteristics are having a strong scientific foundation about child development and effective learning; be optimistic and have an "I can" approach; warm and have empathy; spontaneity and flexibility; have expertise in reflection and analysis; has the ability to communicate with many people; able to lead; play full and be able to create fun learning activities; have high imagination and creativity; able to design programs and carry out learning that refers to the analysis of children's needs; and the ability to continuously document and evaluate development in children.

### **Definition of Pedagogic Competence**

In Law number 14 of 2005 concerning Teachers and Lecturers, pedagogical competence is the ability of teachers and lecturers to manage the learning process of students. In this study what is meant by pedagogic competence is the ability of teachers to manage learners' learning especially in early childhood education.

According to Permendiknas number 17 of 2007, pedagogical competence in subject teachers consists of 37 competencies which are summarized in 10 core competencies such as the following: mastering the characteristics of students from physical, moral, spiritual, social, cultural, emotional, and intellectual aspects; master learning theory and the principles of educational learning; develop curricula related to subjects taught;

organize educational learning; utilize information and communication technology for the benefit of learning; facilitate the development of potential students to actualize the various potentials they have; communicate effectively, empathically, and politely with students; conduct assessment and evaluation of learning processes and outcomes; utilizing the results of assessment and evaluation for the benefit of learning; and take reflective action to improve the quality of learning.

### **Professional Competence**

According to Law Number 14 of 2005 concerning Teachers and Lecturers, professional competence is "the ability to master subject matter widely and deeply". Surya stated that professional competence is: Various abilities needed to be able to realize themselves as professional teachers. Professional competencies include expertise in their fields, namely mastery of material that must be taught along with its methods, a sense of responsibility for their duties and a sense of togetherness with other teacher colleagues.

### **Definition of Action Implementation**

The implementation study is related to the study of studies that lead to the process of implementing a policy. Nugroho (2009:494) argued that policy implementation in principle is a way for a policy to achieve its objectives, to implement public policy, there are two choices of steps namely directly implementing in the form of a program or through derivative policy formulation or derivative of public policy explanatory or often termed as implementing regulations.

Agustino (2008:138) asserted that policy implementation involves three things, namely: (1) the existence of policy goals or objectives, (2) the existence of activities or activities to achieve objectives and (3) the results of activities. Implementation study is a study of policy studies that lead to the process of implementing a policy.

Based on several opinions stated above, it can be concluded that policy implementation is a dynamic process, in which the implementation of a policy conducts an activity or activity, so that in the end it will get a result that is in accordance with the goals or objectives of the policy itself.

## **METHODOLOGY**

This research was conducted in the area of Medan City, which is located in North Sumatra Province. The detailed location of this study represents Kindergarten (TK) in the city of Medan. Subjects in this study were determined namely the Kindergarten Headmaster of Hikmatul Fadillah Medan Denai, Head of Al-Ikhlas Kindergarten Medan Amplas Subdistrict (Kindergarten category meets educator standards and infrastructure facilities for early childhood education in kindergarten in Medan City), Head of TK Al-Warif Subdistrict Medan Helvetia (Kindergarten including category of not yet fulfilling educator standards and infrastructure facilities for early childhood education implementation in Medan City Kindergarten), Hikmatul Fadillah Medan

Kindergarten Teacher Denai, Al-Ikhlas Kindergarten Teacher Medan Amplas Subdistrict, TK Al-Warif Teacher Medan Amplas Subdistrict. This study aims to get a full picture of the implementation of the standard early childhood education implementation in Medan City Kindergarten. This study uses a qualitative approach. This study uses a case study model. To obtain data in a holistic and integrative manner, and to pay attention to the relevance of the data to the objectives, the data collection in this study uses three techniques offered by Bogdan and Biklen (2008:143), namely: interviews, participant observation, documentation studies, and reference tracing. Data analysis carried out in this study was guided by Huberman and Miles data analysis techniques. Sugiyono (2008:117) suggested that activities in data analysis consist of; data reduction, data presentation, and conclusion. Data analysis uses an interactive model as shown below:

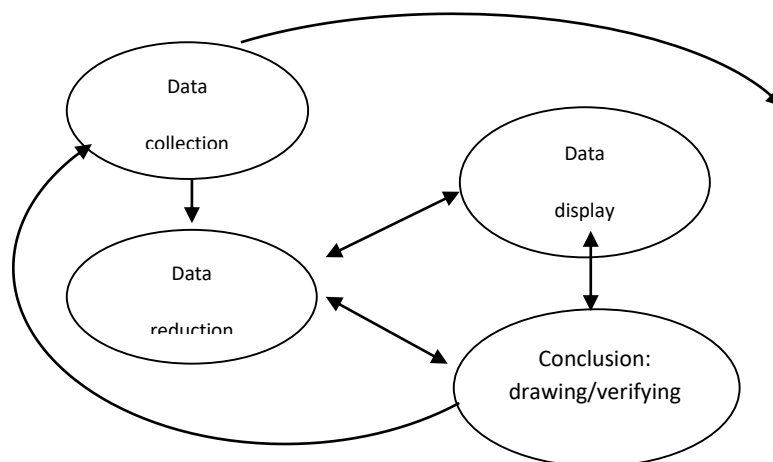


Figure 1. Components in data analysis (interactive model)

The researcher refers to the use of standard data validity consisting of: credibility, transperability, dependability and comfirmability.

## DISCUSSION OF RESEARCH RESULTS

### Teacher Academic Qualifications

The achievement of teaching and learning in TK Himatul Fadillah Medan Denai is good thus the school is a favorite kindergarten and in some communities, especially the community around the school. TK Hikmatul Fadillah has highly educated teachers, adequate facilities, and high standards of school management and learning.

It is known that there are still problems related to meeting the standards of educators and education personnel. Academic qualifications of educators in TK Himatul Fadillah Medan are as many as 4 people (33.33%) teachers have educational academic qualifications with high school graduates, as many as 6 people (50.00%) have educational academic qualifications with S1 Non Linear graduates who do not comply with the certificate for early childhood teachers, and only as many as 2 people (16.67%) educators have linear academic qualifications.

To produce graduates who are qualified and able to compete, able to adapt to changes or demands for the development of science and needs of the nation in the future and able to foster a sense of competition in the field of science and technology. TK AL-Ikhlâs Medan Amplas has highly educated teachers, adequate facilities, and high standards of school management and learning.

It is known that there are still problems related to meeting the standards of educators and education personnel. The academic qualifications of educators at TK AL-Ikhlâs in Medan Amplas are known that as many as 2 people (16.67%) have academic educational qualifications with high school graduates, as many as 7 people (58.33%) have educational academic qualifications with graduates of S1 Nonlinear not in line with the certificates for early childhood teachers, and only as many as 2 people (16.67%) educators have linear academic qualifications.

To produce graduates who are qualified and able to compete, able to adapt to changes or demands for the development of science and needs of the nation in the future and able to foster a sense of competition in the field of science and technology. TK AL-Warif Medan Helvetia has highly educated teachers, adequate facilities, and high standards of school management and learning.

It is known that there are still problems related to meeting the standards of educators and education personnel, especially academic qualifications. It is known that the academic qualifications of educators in TK AL-Warif Medan Helvetia are 2 people (16.67%) teachers have educational academic qualifications with high school graduates, as many as 7 people (58.33%) have educational academic qualifications with graduated from Non-Linear S1 which is not in accordance with the degree for early childhood teachers, and only as many as 3 people (25.00%) educators have linear academic qualifications.

Based on the explanation above, it can be concluded that the average teaching teacher has a graduate education qualification, but it is not in accordance with the field of study being taught. Let's say undergraduate teachers majoring in Indonesian language education are very less relevant when these teachers teach for early childhood. This is an obstacle in the early learning process where there are still many teachers teaching even though they are undergraduates but it is not linear with what they teach.

### **Analysis of Teacher's Pedagogic Competence**

Based on the results of data analysis, it can be explained that pedagogic competence in Early Childhood Education Teachers in TK Hikmatul Fadillah Kindergarten in Medan Denai, TK Al-Ikhlâs, Medan Amplas Subdistrict, and TK Al-Warif in Medan Helvetia Subdistrict are as follows :

1. Pedagogic Competence in Teachers Early Childhood Education in terms of understanding students must be improved from the classroom, where teachers lack pedagogical competence in understanding students. This can be seen from teachers who do not understand how to do with students. The teacher has pedagogic competence in understanding students. This can be seen from the ease of the teacher

in understanding students and in their approach. Understanding of students will make it easier for teachers in their guidance and teachers to easily direct the potential or interest possessed by students.

2. Pedagogic competence in early childhood education teachers in terms of planning and implementation of learning also needs to be improved. For learning activities to run well and in line with the Daily Activities Unit, learners benefit greatly so they do not get bored in learning. Teachers are less likely to make plans and in their implementation less appropriate. This can be seen in the activity and before the learning activity takes place, where the teacher plans the learning and its implementation as soon as possible. This can be seen from well-organized learning activities.
3. Pedagogic Competence in Early Childhood Education Teachers in terms of evaluating learning outcomes that many teachers do not make, where increased results cannot support the learning process well. This can be seen from the fact that there are still many teachers who do not make a grid for the evaluation. The evaluation results increased, where the results of increased evaluations did not support the learning process well. It can be seen that there are still some teachers who do not formulate evaluation results. Improved evaluation results, where the results of improved evaluations have supported the learning process well. This can be seen from all the teachers who made the questionnaire before the evaluation was held and followed up on the results of the evaluation.
4. Pedagogic Competence in Early Childhood Education Teachers in the utilization of learning outcomes, some teachers do not utilize the results of good learning, where the teacher cannot utilize the learning outcomes. It can be seen that students do not have achievements. Pedagogical competencies are less possessed by Early Childhood Education teachers. This can be seen from the potential or achievements of students who are less honed. The teacher has pedagogical competence in utilizing learning outcomes. It can be seen that students have achievements or potential.

## **Analysis of Teacher's Professional Competence**

### **A. Teacher Professional Competence**

Teachers who have professional competence are teachers who have extensive knowledge to be taught and mastery of methodology. According to Law Number 14 of 2005 concerning Teachers and Lecturers, professional competence is "the mastery ability of subject matter widely and deeply in the subject, TK Al-Ikhlâs, Medan Amplas Subdistrict, and TK Al-Warif Medan Helvetia Subdistrict namely Rosnita, Nurhasanah, and Ms. Yanti, that every teacher is able to master the class, carry out learning epitively and is able to use methods and strategies appropriately".

In general Hikmatul Fadillah Kindergarten School teachers in Medan Denai, TK Al-Ikhlâs, Medan Amplas Subdistrict, and TK Al-Warif Medan Helvetia Subdistrict were considered professional, as acknowledged by the headmaster of Hikmatul Fadillah Kindergarten Medan Denai, TK Al-Ikhlâs Medan Amplas Subdistrict, and TK Al-



Warif, Medan Helvetia Subdistrict, namely Ms. Rosnita, Ms. Nurhasanah, and Ms. Yanti, that each teacher is able to master the class, carry out learning epiphatically and is able to use methods and strategies appropriately.

## **B. Teaching Quality**

Based on observations, generally the teachers at the Hikmatul Fadillah Kindergarten (TK Hikmatul Fadillah) in Medan Denai, TK Al-Ikhlas, the District of Medan Amplas, and TK Al-Warif in the Medan Helvetia Subdistrict applied a cooperative learning model with steps:

- a. Submitting goals and motivating students, at this stage the teacher conveys all the objectives of the lesson to be achieved in the lesson and motivates students to learn.
- b. Presenting information, here the teacher presents information to students by way of demonstrations or through reading material.
- c. Organizing students into cooperative groups, the Teacher explains to students how to form study groups and helps each group to make the transition efficiently.
- d. Guiding groups to work and study, Teachers guide study groups as they work on their assignments.
- e. Evaluation, the teacher evaluates the results of learning about the material that has been studied or each group presents the results of their work.
- f. Giving Appreciation, Teachers look for ways to appreciate both efforts and individual and group learning outcomes.

## **C. Strategies and Learning Methods**

Based on observations on Wednesday, May 5, 2018 at Hikmatul Fadillah Kindergarten Medan Denai, Al-Ikhlas Kindergarten Medan Amplas District, and Al-Warif TK Medan Helvetia Subdistrict, there were two prominent learning strategies in the School namely Cooperative learning strategies and learning strategies Active, Innovative, Creative, Effective and Enjoyable Learning. For example, as implemented by Ms. Rosnita, S.Pd. After Ms. Rosnita, S.Pd. delivered the topic of discussion and learning objectives, students were invited to read together, after finishing reading, students were divided into three groups with each group getting different assignments. After completion each group was asked to read the results of their group work by being responded to by other students and concluded by the teacher.

## **D. Values and attitudes shown by the teacher in developing professional competence**

Based on observations and research shows that the planting of values and attitudes shown by the teacher during learning at Hikmatul Fadillah Kindergarten in Medan Denai, TK Al-Ikhlas Medan Amplas Subdistrict, and TK Al-Warif Medan Helvetia Subdistrict is responsibility, discipline, compassion, honesty, and exemplary. Each teacher has each person according to the personal characteristics they have. These characteristics distinguish a teacher from other teachers. The teacher is a spiritual father for a student.

## **E. Efforts made by the teacher in developing professional competence**

Efforts of Principals to improve the professional competence of School teachers. Based on the results of interviews with the principal of Hikmatul Fadillah Kindergarten Ms. Rosnita, the principal's efforts to improve teacher professional competence were carried out through: a) Teacher Competency Development, b) Provision and development of Learning Resources and Media, c) Management of the learning environment, d) Development of e- learning, and e) Control the quality of the learning process.

As a formal leader the principal is responsible for achieving the goals of education through efforts to increase teacher professionalism to improve student achievement. Therefore the principal is in charge of carrying out his leadership functions both related to the achievement of educational goals, as well as the creation of a conducive school climate for the implementation of an educational process in an effective and efficient manner.

## **CONCLUSION**

Based on the results of research on pedagogic competence and teacher professional competence in learning through observation, interviews, and documentation, it can be concluded as follows:

1. Pedagogic competence in Early Childhood Education Teachers is very important in learning activities both from formal education and non-formal education, but in reality there are still many Early Childhood Education teachers in pedagogical competence that is not good in students' understanding, this can be seen as poorly understood in children students; planning and implementing learning. This can be seen from the teacher who does not always make the design of learning before the implementation of learning; in evaluating learning outcomes, this can be seen from irregular teachers evaluating learning outcomes; in the utilization of learning outcomes, this can be seen from the lack of students in skills because teachers who are less able to utilize the results of learning are not good (less use) because the teacher does not take advantage of learning outcomes by looking at the achievements of students.
2. Teacher professional competence to improve the quality of learning can be summarized as follows:
  - a. Teacher competency is relatively poor, where all teachers have a bachelor degree but are less relevant to their fields, have learning devices but only perform a copy paste, apply learning with a fun learning model. Good teacher competency greatly influences the quality of learning and the quality of education.
  - b. The strategies and methods are realized by the application of active, innovative, creative, epic and fun learning and through classroom action research.
  - c. The values shown by the teacher in the learning process begin with the internalization of values towards the teacher personally that they become good

teachers who are at the same time realized to the students through exemplary in order to materialize students with good personalities.

- d. The efforts made by teachers in developing professional competencies by participating in training, upgrading, workshops, and Teacher Working Groups, as well as making classroom action research.

## REFERENCES

- Anamara, M. and Goreti V. (2014). Evaluasi Program Implementasi Standar PAUD. *Jurnal Pendidikan Usia Dini*, 8 (2).
- Agustino. L. (2008). *Dasar-Dasar Kebijakan Publik*. Bandung: Alfabeta.
- Boklan, R. C. and Biklen, S. K. (1982). *Qualitative Research for Education: An Introduction to Theory and Method*. Boston: Allyn and Bacon, Inc.
- Christian, M. (2012). Profesionalisme Pendidik Anak Usia Dini. *Jurnal Pendidikan Anak*, 1 (1): 112-122.
- Mulyasa, E. (2011). *Manajemen Pendidikan Karakter*. Jakarta: Bumi Aksara.
- Nugroho, R. (2009). *Public Policy*. Jakarta: Fisip UI.
- Permendiknas. (2007). *Peraturan Menteri Pendidikan Nasional Nomor 16 Tahun 2007 tentang Standar Kualifikasi Akademik dan Kompetensi Guru*. Jakarta: Depdiknas.
- Permendiknas. (2007). *Peraturan Menteri Pendidikan Nasional Nomor 17 tahun 2007, tentang Ujian Nasional Pendidikan Kesetaraan Tahun 2007*. Jakarta: Depdiknas.
- PP. (2005). *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan*. Jakarta: Depdiknas.
- Republik Indonesia. (2003). *Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional*. Jakarta: Sekretariat Negara.
- Republik Indonesia. (2005). *Undang-Undang Republik Indonesia Nomor 14 Tahun 2005 tentang Guru dan Dosen*. Jakarta: Sekretariat Negara.
- Saputra. (2011). *Analisis Kebutuhan Pelatihan Berbasis Kompetensi Guru SD Kab. Maros*. Thesis. Universitas Muslim Maros.
- Sugiyono. (2008). *Metode Penelitian*. Bandung: Alfabeta.
- Suyanto. (2005). *Konsep Dasar Anak Usia Dini*. Jakarta: Departemen pendidikan nasional.