

Training Management Model of Kindergarten Teacher in Medan

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Abstract—Training management can be used as a training model of kindergarten teacher to conduct training activities with the aim in producing professional teachers. Kindergarten Teachers are professionals in carrying out their activities as educators of kindergarten with an age range of 5 (five) to 6 (six) years old. The aims of this study to determine the training management model of kindergarten teacher in Medan. This study used qualitative research methods. The qualitative approach used as descriptive study. Qualitative descriptive research aims to describe the phenomena that exist, pay attention to the characteristics, quality, and attachment between activities in the research. The results showed that the kindergarten education teacher did not have a monthly and annual program from the principal in terms of teacher training. Existing training is usually only attended by the principals and not kindergarten teachers. The conclusion of this research is that management training must be taken into consideration for kindergarten teachers to develop skills and improve expertise. The research management model is the management of teacher training at kindergarten starting with training planning, implementing training and evaluating training.

Keywords— *Management; Training; Training Management*

I. INTRODUCTION

Training management can be used as a training model of kindergarten teacher to conduct training activities with aim in producing professional teachers. Kindergarten teachers are professionals in carrying out their activities as educators of kindergartens with an age range of 5 (five) to 6 (six) years old. Kindergarten education is the level of early education in early childhood which is in the formal education pathway, as stated in the National Education system law Number 20 Year 2003 article 28 "Early childhood education in formal education pathways is Kindergarten, Raudhatul Athfal or other similar forms".

The problems of kindergarten education are the quantity and quality of early childhood education and kindergarten which is still low. Results of the Education Team (Syriac: 2007) in 2001, 72% of children aged 4 (four) to 6 (six) years old had not been served Early Childhood Education, 63.4% of Indonesian children had not been served by kindergarten education. There are still a lot of Early Childhood Education and kindergartens in regional areas only provide education with modest facilities and infrastructure and do not pay attention to aspects of the development and needs of children.

The quality level of educators or teachers is still low. If the quality of teachers is low, the quality of students will be low. The low quality of kindergarten teachers has implications for the low quality of learning in kindergarten. The government defines that kindergarten teachers must be equivalent to Diploma II (DII) programs. Kindergarten Teachers who already have a Diploma II (DII) Kindergarten Teacher Education are still less than 10%, and there are still high school graduates.

The education level of kindergarten teachers is low, and there are still early children who have not been served by Early Childhood Education. The learning process at school is very academic, structured and rigid so that children must be able to read, write and count. The ability of kindergarten teachers lack of expertise in the field of knowledge, education, and lack of understanding of children's growth and development, where at this time children are still in the stage of playing and making friends. Therefore Kindergarten teachers are required to attend training.

Training as a forum to demonstrate the capabilities, and renew through practice and practice to become better. According to Kaswan (2016: 2) training as a learning process to improve abilities and expertise. Training includes changing attitudes, behavior, skills so that employees can do their jobs more effectively. The teacher needs all the means to develop his abilities. Through training, teachers can develop competencies as professionals. Training can be carried out at all levels in the organization. Santoso Budi states training as a learning process that emphasizes the practice of theory carried out by a person or group of people by using a variety of learning approaches and aims to improve abilities in one or several specific types of skills.

Zulfadewina (2018: 83) concluded that the kindergarten teacher's pedagogical abilities still have limitations in the field of knowledge and development of school learning, low education, lack of teacher knowledge regarding the use of appropriate and correct learning media. Although teachers can develop abilities above 5 (five) to 7 (seven) years, and only a small percentage of teachers reach the expert level (Darling, 2005: 183). Kindergarten teachers need systematic training to improve knowledge and skills. Effective training will improve performance, improve morale, and boost organizational potential. Effective training is carried out according to need. This training will really be useful and right on target if implemented properly.

The implementation of training will be effective if the training is carried out in accordance with the training management processes and procedures, the term management or training management is related to the trident of activities as follows planning, implementation, and evaluation of training (Davies in Hasan Basri (2015: 98). The aim of the training can increase teacher professionalism as educators who are experts in their fields in their daily tasks of educating Kindergarten children, motivating and persuading children, so that they can follow the wishes of the teacher in learning while playing, and not to push learning, or even trauma in interacting with the environment.

The purpose of this research is to find out the training management model of kindergarten teacher in Medan. This training management model aims to improve the ability and expertise of teachers in carrying out their duties as a professional and in teaching as educators in understanding kindergarten children in the stages of growth and development.

Based on the background, the authors conducted a study with the title "Training Management Model Of Kindergarten Teacher In Medan".

II. RESEARCH METHODOLOGY

This study used qualitative research methods. Satori (2011: 25) stated that qualitative research was conducted because researchers wanted to explore phenomena that could not be quantified as descriptive in nature. Qualitative research is research that describes the actual state of the object under study, according to the actual situation at the time of direct

The qualitative approach in this study is descriptive. Sugiyono (2012: 29) stated descriptive research is a method used to make broader conclusions. Based on Nana Syaodih Sukmadinata (2012: 60) qualitative descriptive research is aimed at describing and describing the phenomena that exist, both natural and human engineering, which pay more attention to the characteristics, quality, attachment between activities.

More over, Arikunto (2016: 26) stated that the research subject limits the research subject as an object, thing or person, where the data for the research variable is attached to, and is at issue. The subject of the research is referred to as the informant, that is, people give information about the data the researcher wants related to the research being carried out. The subjects in this study were kindergarten teachers in Medan.

Furthermore, Sugiyono (2017: 41) stated that the object of research is the target of science to get data with specific goals and uses about something objective, valid and reliable about something. The object of research is training management. This training model refers to management or management of training known as trident activities are: planning, implementation, and evaluation (Davies in Hasan Basri (2015: 98). Planning stage is setting training objectives and training needs, Stage of training implementation: materials and modules training, training methods, training contracts for training Evaluation stage is evaluating the results of training and monitoring.

III. RESEARCH RESULT

Training conducted to kindergarten teachers is aimed to increase knowledge and abilities, master skills and improve expertise in dealing with kindergarten children (Rochadi, 2014: 1). In fact, the kindergarten teachers do not have monthly and annual programs to conduct training. Teachers in Kindergarten education do not attend training. Usually, the principal who follows the training is the school principal. The training has not been focused on Kindergarten teachers and only on school principals. While, those who educate and teach children are teachers, and those who interact directly with children are teachers not principals. The ones who are obliged to attend the training are teachers and not school principals. The lack of kindergarten teachers in participating in the training will have an impact on the learning process and improving teacher skills. After the principal participates in the training, the principal will share the information and knowledge to the teacher. Not all information obtained by the Principal of Kindergarten can be communicated to the teacher such as the transfer of knowledge. The training will be more effective if directly followed by all Kindergarten teachers themselves, so that the process of transformation of knowledge gained from training can be directly accepted by Kindergarten teachers.

Training is very useful to improve teacher competency. The school does not have a special budget to make training. Actually, teachers attend training with their respective costs. The experience and training of the teacher is very helpful in dealing with problems of kindergarten children. Some schools still have teachers who have not received certification. In terms of teacher experience the teacher has reached 5 (five) to 8 (eight) years of teaching. But the level of welfare for teacher certification is still not served.

Teacher education and training early childhood education is one of the alternatives in increasing teacher competency. Teachers who are experts in carrying out their duties will produce quality kindergarten children. The formation of quality children must be supported by professional educators. According to Christianti Martha (2012: 112) professional early childhood educators have characteristics which include: having a strong scientific foundation on child development and effective learning, being optimistic and having expertise and abilities.

Training management starts from the training planning process, the implementation of training and then the training evaluation will be described as follows;

1. Training Planning

Training planning is done by first conducting a needs analysis. Training needs attended by Kindergarten teachers by analyzing required skills. The purpose of the training is (1) to train kindergarten teachers to explore their potential (2) as a learning process to provide knowledge to improve competence (3) Change attitudes and behavior for the better (4) Understand the development of kindergarten children. Developing a training strategy is carried out to measure the training mechanism so that its implementation is effective and efficient.

2. Training Implementation

Implementation of training conducted by participants by following activities guided by teaching staff or training instructors. Before conducting the training the trainees usually do a pre-test to see the abilities of the participants before carrying out the training. During the training the participants are expected to be able to increase their knowledge and knowledge to develop their competencies and creative teaching abilities in dealing with kindergartens.

3. Training Evaluation

Training evaluation is an important component in the training system. Without evaluation, it is unknown whether the training program that has been held is successful or not. The level of achievement of the effectiveness and efficiency of the program can be known successfully from the evaluation. This evaluation can be used as input and consideration in controlling training as well as improvement material at the time to come. The elements contained in the evaluation of training include: (1) systematic (2) includes analysis of ongoing training and individual needs and workplaces. (3) provide a clear indication of the progress of further training.

IV. CONCLUSION

Training management is very important as a model to conduct kindergarten teacher training in Medan. Training management must be taken into consideration for kindergarten teachers to develop skills and improve expertise. The research management model is the management of the kindergarten teacher starting with planning the training program, implementing teacher training and the training evaluation stage. The management of the training carried out must be in accordance with the analysis of the training participants' needs to improve the competence of kindergarten teachers. It is expected that the kindergarten education school which the teacher is obliged to attend training, and it is funded by the Kindergarten education school to support the professionalism of the teacher.

The results of the training are expected to teach kindergarten teachers in improving their competency by exploring knowledge while attending training, changing their nature and behavior to be better in carrying out the duties of teachers as professional staff and as educators in educating kindergarten children. In this training, the teacher is expected to be able to understand the kindergarten children in

accordance with the growth and development of children on the golden age of the child. Moreover, it expected to optimize children's intelligence in accordance with the abilities, growth and development of children.

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