

Are You a Zaman-Now Teacher?

The correlation between work experience and meaning of work with the accuracy of selecting learning methods in early childhood education

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Abstract- At the present time, the role of early childhood teachers is not just as teachers but also lesson designers. The current phenomenon shows that the accuracy of selecting a learning method is supported by work experience and work interpretation. The purpose of this research is to explore the phenomenon and test the correlation. From 129 teachers, it was obtained a result that the phenomenon was correlated with F value 1.667, R^2 0.256 (25.6%). Meanwhile, the partial correlation of work experience was 0.444 and the work interpretation was 0.392. Based on the results of this study, the teachers are expected to join the training consistently and periodically in the appropriation of the working length and also construct self-discipline in running their role as teachers. Such a way will give positive effects on the quality of work performance and improvement of work effort, that can be seen from the satisfaction and loyalty bond to always become a teacher.

Keywords- *Work Experience; Meaning of Work; Early Childhood; Learning Method*

I. INTRODUCTION

Recently, the quality of early childhood education is seriously taken into account by the government which makes the guidance that the students get more optimal in order to get ready for the next education. In Regulation of the Minister of Education and Cultural Number 146 of 2015, it is stated that the right guidance for children between 0-6 years old will optimally help their development both physically and spiritually. [1] emphasize that early childhood education should be done in an integrated way and able to let the students develop optimally based on their development stages.

Early childhood education today needs professional teachers. [2] points out that professional teachers will lead to better quality of education. According to [3] the main role of teachers is not only teaching but also being a lesson designer. It is in line with [4] who states that early childhood education teachers are professional teachers since they do not only teach but also design and carry out the lesson based on the plan. The role of lesson designer should concern to the accuracy of selecting the learning method which is adjusted to the lifespan stages, and the accuracy of developing 6 aspects of individual development including religious morality, physical-motoric aspect, cognitive aspect, social-emotional aspect, language, and art.

The concern on selecting the appropriate learning method is still unseen in the learning process in kindergarten in recent

time. The phenomenon can be found in a kindergarten in Wiyung Surabaya in which the children are expected to be able to read, write, and count through lecturing and task-based learning method. Such condition makes them less motivated in learning and leads to some negative behaviors such as ignoring teachers who are delivering material, chatting with friends, and even leaving the class. Those negative effects are not in line with a study done by [5] who shows that the main learning activity for early childhood age is playing.

The ability of teachers in selecting the appropriate method needs to be in line with the teaching experience that they have gone through. Teaching experience basically does not only deal with the length of the period but also the knowledge obtained during the teaching period which is gained through training, seminars, and other related events. According to a study conducted by Feiman-Nemser, 2003 [6] teachers need 3 up to 4 years in order to have an ability to understand the basic approaches dealing with the plan, instruction, and the assessment so that they are able to figure out the best way to teach in accordance with the knowledge that they have obtained during their teaching period. If teachers have good teaching experience, they will automatically have an ability to design a lesson appropriately and it will contribute to the change of educational learning system. The idea is supported by the result of a study carried out by [7] who find out that the training joined by teachers is an effective strategy for optimizing their experience so that they will be able to contribute to the practice area of their teaching.

By paying attention to the teaching experience, teachers are able to give the meaning of their role and responsibility as instruction designer. [8] states that teachers need to interpret their job by mastering the knowledge that deals with the responsibility of their profession. Interpretation in working does not only focus on material and career benefits but also self-improvement. It is in line with the result of a study conducted by Wrzesniewski et al, [9] who is explaining that when somebody works, he or she pays attention to not only the facilities and benefits but also the future expectation of the job which becomes a significant aspect to consider.

If teachers in Wiyung kindergarten Surabaya are able to interpret their job as professional teachers supported by working experience, the students' learning achievement will be high and their motivation will get higher because according to Burrup, 1967 [10] student learning achievement is affected by the teacher's competency.

II. METHOD

This study was done to 129 teachers in Wiyung kindergarten, Wiyung, Surabaya, East Java, Indonesia.

This study used questionnaires in order to measure work experience and work interpretation in addition to the accuracy of selecting learning method seen from the daily lesson plan made by the teachers. The instrument for measuring work experience was modified from *Work Experience Measurement Scale* (WEMS) constructed by [11]. It covers 6 aspects including Supporting work conditions,

Internal work experience, Autonomy, Time experience, Management, and Process of change which are expounded into 20 items with 4 optional answers based on Likert scale: Strongly Irrelevant, Irrelevant, Relevant, and Strongly Relevant. Meanwhile, the meaning of work was measured using the adoption of Work-Life Questionnaire scale constructed by [12] which includes job, career, and calling that expounded into 18 items with 4 optional answers based on Likert scale: Strongly Irrelevant, Irrelevant, Relevant, Strongly Relevant.

The data were analyzed using descriptive statistics and multiple linear regressions.

III. RESULTS AND DISCUSSION

1. *The Correlation between Work Experience and the Accuracy of Selecting Learning Method*

Based on the result of the t-test and t-partial, it was found that t count was 4.163 which was bigger than the t table 1.979 with the level of significance of 0.05. Therefore, there was a significant correlation between work experience and the accuracy of selecting the learning method. The coefficient of the correlation was 0.444.

Based on the data distribution, it could be seen that there were 76 teachers from 129 samples who have work experience for more than 5 years. It can be seen in the table below.

TABLE I. DATA DISTRIBUTION OF WORK EXPERIENCE

Work Length	Training Experiences				Total (%)
	< 3 times (%)	< 5 times (%)	> 5 times (%)	> 10 times (%)	
≥ 5 years	20 teachers 26,32%	18 teachers 23,68%	25 teachers 32,89%	13 teachers 17,11%	76 teachers 58,91%
< 5 years	43 teachers 81,13%	9 teachers 16,98%	1 teacher 1,89%	0 teachers 0%	53 teachers 41,09%
	Total (N)				129 teachers 100%

Such condition is in line with Feiman-Nemser's study in [6] which points out that teachers with longer work length tend to understand more the basic approaches such as planning, instruction, and evaluation because of the work experience compared to those with less than 5 years working period. Moreover, the result is supported by Winarno in [13] who states that the level of teaching competency is considered better if the teachers have more than 5 years of work.

Even though most teachers have already had more than 5 years of work length, their knowledge and special skills mainly in understanding the selection of learning method used for learning process was still low shown by the 10 times of that action during their more than 5 years teaching experience. It caused teachers only focus on learning methods which were teacher-centered rather than the student-centered. It also caused the existence of negative behaviors such as ignoring teachers, chatting with friends during the lesson, bowing head on the desk, or even frequently leaving the class.

The implementation of student-centered learning method is contrast to [14] who states that before implementing the learning method, teachers should understand and pay attention to the students' characteristics since basically early childhood children are always moving and they tend to have bigger curiosity on every single thing which they do through experimenting and playing. Moeslichatoen's idea is in line with the result from [15] study which shows that the best learning method implemented for early childhood children is playing so that teachers are able to support the students' development of their social, emotional, and intellectual aspect. In addition, a learning method is accurate if it can stimulate students to actively participate and achieve certain competency [2]

Such imbalance makes the teachers use unattractive methods which were monotonous and rigid that did not give direct experience to the students. Besides, according to [16] some characteristics of good learning method are flexible and adjustable to students' characteristics and learning material. Furthermore, [17] emphasized that a learning method needs to center upon students so that it gives them direct experience through the learning process.

The data analysis involved that there are 6 factors of work experience as shown in the table below:

TABLE II. DESCRIPTION RESULT OF 6 FACTORS OF WORK EXPERIENCE

No	Work experience factors	Average score
1	Supporting work conditions	1.317
2	Internal work experience	2.501
3	Autonomy	1.276
4	Time experience	877
5	Management	1.279
6	Process of change	1.281

The result in table II showed that the lowest score was 877 obtained by time experience factor which means that teachers

always did and accomplished their tasks and responsibility including the tasks which are out of their teaching period because of the workload. Therefore, they could not prepare the lesson well including the accuracy of choosing the learning method. Despite the low time experience, the teachers had high internal work experience with score 2.501 which showed that they enjoyed being a teacher, mainly when they were satisfied with the result of their work.

The factors affecting work experience gave significant influence towards the learning process including the selection of learning method. If teachers were able to select the appropriate learning method, the learning process would run effectively. In addition, it would reduce the workload and improve teachers' confidence in managing their class as well as interacting with their students. It is in line with [16] who states that *"those teaching young children had higher levels of self-efficacy for classroom management and student engagement"*.

Based on some perspectives and some previous studies, it can be seen that there were many factors which affect the quality of teaching and give the contribution to teachers' ability to select the appropriate learning method. In other words, work experience is related to the accuracy of selecting the learning method. In conclusion, the higher the work experience, the higher the accuracy of selecting the learning method and vice versa.

3.2 The Correlation between Work Interpretation and The accuracy of Selecting Learning Method

According to the data analysis, it was found that t count was 3.155 which was bigger than t table 1.979 with the level of significance of 0.05 and correlation coefficient of 0.392. Therefore, it can be interpreted that there was a positive and strong correlation between work interpretation and teachers' ability to select the appropriate learning method. In addition, it can be seen also in table 3.3 about work interpretation of the teachers in Wiyung kindergarten, Wiyung Surabaya.

TABLE III. RESULT DESCRIPTION OF WORK INTERPRETATION

No	Aspect Work Interpretation	The total amount of teachers	%
1	Job	0	0 %
2	Career	9 teachers	6,97 %
3	Calling	120 teachers	93,03 %

The description of table III shows that almost all work interpretation of the teachers was "calling" which was chosen by 120 teachers or 93,3% from 129 teachers. However, there were 9 teachers or 6,97% teachers who interpreted their work as a "career" and no one chose the "job" aspect.

Interpreting work as teachers did not refer to the material benefits of the job or career development, but referred to the idea that being teachers is a primary part that cannot be separated from life. Therefore, it resulted from satisfaction and enjoyment in doing the teaching.

The high number of "calling" aspect, according to Kusnan and Darodjat, reflects the great effort in which working is seen as a part of religious actions. Furthermore, the results of this study were in line with the result of a study conducted by Lukondo Hamukang Andu which finds out that work interpretation of the teachers in Choma District Zambia was seen as a "calling" in which their work was united with their lives, therefore they perceived satisfaction upon their work.

The satisfaction achieved indirectly affected the work bond. The idea is supported by [18] who states that somebody who interprets their work as a "calling" will be tied or bound to their job which can be seen through his or her dedication, absorption, and spirit to teach, that they hardly find another job. Moreover, Lease [19] explains that if individuals correctly interpret their work, he or she will surely have positive views and satisfaction which refer to affection orientation towards the job they are handling.

The existence of commitment for staying to be teachers appeared in this "calling" work interpretation. It is supported by a study carried out by [20] entitled *"Organizational commitment, work engagement and meaning of work or nursing staff in hospitals"* which shows that despite the pressure and challenges during running their profession, it does not affect the work interpretation as "calling" because work commitment and bond are already formed.

With high work interpretation in "calling" aspect, teachers were able to focus on their responsibility and run their role as instruction designer which was, in this study, done through selecting learning method. The result of the study showed how work interpretation as "calling" correlated to the teachers' ability in selecting the appropriate learning method. If the "calling" work interpretation was high and balanced, teachers would be able to implement the learning method that they had selected. On the contrary, if "calling" work interpretation was not in line with the learning method, it would affect the teacher's ability to select the learning method appropriately.

3.3 The Correlation between Work Experience and The Accuracy of Selecting Learning Method

Work experience and work interpretation had the simultaneous correlation with F count of 21.667 which was bigger than t table of 3.068 with the level of significance of 0.05. In addition, the correlation coefficient (R) of 0.506 and the influence of work experience and work interpretation variables simultaneously towards the accuracy of selecting learning method with percentage of 25.6% while the other 74% was contributed by other variables which were not involved in this study.

The significant correlation found in this study showed that work experience and work interpretation that teachers have affected their ability to run their role as an instruction designer mainly in order to select the appropriate learning method for students in the school. Through long work length and "calling" work interpretation, the quality of the teachers in teaching would be improved.

The aforementioned idea is in line with the result of Pascual's study dealing with work interpretation. According to him, there are a number of factors affecting a worker's way to have high work interpretation including supportive facilities form the workplace, good work atmosphere, and positive balance between work and training so that the work quality can be improved.

Unfortunately, the idea above is in contrast to the study done by Yuhetty&Miarso which finds out that to improve the awareness towards work responsibility internally, teachers themselves need to pay attention to their level of education as well as their participation in academic training and activities. In addition, [8] explains that a teacher is considered having competency as a teacher if he or she is able to run their profession appropriately which, therefore, affects their construction of work interpretation. When a teacher already has high work experience and work interpretation, he or she tends to commit to work better in the team, have life satisfaction, work in higher level that can be seen from work performance that indirectly gives positive effects toward the work bond[21]. Based on the previous studies, it can be seen that supportive training in teaching are important for teachers to improve the quality of their teaching. Furthermore, consistent change of work habit is needed for teachers in Wiyung Kindergarten Surabaya who do not procrastinate their work in preparing all learning devices including selecting the appropriate learning method before they teach.

The habit pattern of the teacher is shown by monotonous action when they were teaching and their inaccuracy in selecting the learning method was affected by the lack of preparation that teachers dealt with when they were designing instruction. It makes them focus only on the same learning method time by time. Such condition is in line with [22] theory about the power of habit. According to him, patterned habit is systematically affected by 3 things covering cue, routine, and reward. However, Charles also emphasizes that the habit can be changed if there are confidence and willingness. If the teachers in Wiyung Kindergarten Surabaya have confidence and willingness to implement various kinds of learning methods, the students' learning interests will be improved and their negative behaviors will be decreased.

IV. CONCLUSION

Based on the results and discussion, it can be concluded that work experience and work interpretation have roles in affecting the teachers' accuracy in selecting appropriate learning method.

The correlation was stronger if there were involvement of educational background of early childhood education and periodically consistent training with appropriate intensity towards the working length while applying self-discipline in running the task and responsibility including preparing the lesson plan before teaching. Concerning with the aforementioned ideas, it is expected that such way will give

positive effects on the quality of work performance and improvement of work effort, which can be seen from the satisfaction and loyalty bond to always become a teacher.

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