

The Development of Management Model of Kindergarten Teachers Team Work in Indonesia

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Abstract: This study has objective to find out development of management model of Kindergarten Teachers team work (KKG TK) to increase effectiveness in improving professionalism of kindergarten teachers. The researcher investigated “Teratai, Anggrek and Mawar” kindergarten teachers team work in Indonesia. Interview was applied to collect data and information as strategy in improving the effectiveness model of KKG TK. The validity was based on some experts from relevant fields and “Teratai” KKG TK was considered as an experimental group. The result of the study were: KKG TK has not applied function of management well related to learning organization; it has not conducted planning appropriately based on vision and mission of organization which is professionalism of kindergarten teacher; in implementing organization, KKG TK still cannot manage organization properly; there was lack of leadership function; evaluation was only executed at the end of agendas to know whether the planning can be implemented well or not.

Key words: Kindergarten teachers team work (KKG TK), the development of management model, planning, agendas, organization

INTRODUCTION

Background of the study: In the regulation No. 20, 2003 about national education system is stated that education is an aware and planned action of effort to create a learning situation and process of study in order that the students actively improve their potential to have a power of spiritual religion, personality control, intellectuality, noble characters and skills which are acquired by themselves, the society, nation and the country. Comprehending the meaning implied in the regulation No. 20, 2003 about the national education system shows that education has substantial responsibility and roles which are very important in the national development.

The issues of the quality of education are issues concerning the management, curriculum, learning process, evaluation, handouts, quality of the teachers and the education facilities. Being observed from the factor of education management that is in respect of instrumental education system factor, the factor of education management system including teachers’ professionalism building and the substance of education management factor (John *et al.*, 1996). To improve the quality of education, pre-schooling education (education in early age) until high schools must be observed.

Education in early age is stage or level of education before the elementary education/school level which is an

establishment effort which is addressed to the children since they were born until they are 6 year old and it is done through education to help their spiritual and physical growths and developments so they have readiness in admitting the next level of education. Such education units for children in the age of 4-6 are kindergartens and Islamic kindergartens (Raudatul Athfal).

Education in early age is important because it is a critical period for the children development. Mistakes happened in teaching children in this period will have bad impact to their adult period. Milton as quoted from Hurlock (1978) stated that childhood period predicts the adult period as morning predicts the next day. Erikson explained what will learned by a child depends on the parents or teachers in fulfilling their needs of attention and love. Base on those experts’ opinions, it can be concluded that education in early age is very important. In order that education can run perfectly, we need teachers who are professional especially to handle a kindergarten student which is one of types of education in early age. However, the real phenomena show the different condition, in fact, kindergarten teachers do not teach professionally. It is proved by the symposium of instructor teachers of National Science Olympiad 2004 in Pekanbaru (in Suara Merdeka, September 14, 2004) expressed that at least 40-90% of kindergarten, elementary school and junior and senior high schools’ teachers who

have not been proper to teach. As many as 134.019 or 90% kindergarten teachers in Indonesia are categorized as improper to teach.

Based on the data of Balitbang, National Education Ministry, the number of kindergarten teachers in Indonesia is 137 but who are professional not >5%. The data of educational background of kindergarten teachers in Semarang 2011 shows: Elementary School (0.04%), Junior High School (1.13%), Senior High School (35.64%), diploma 1 (3.69%), diploma 2 (27.2%), diploma 3 (5.24%), undergraduate (26.94%), postgraduate (0.11%), so the biggest percentage is high school graduates.

The result of the study held by Afiatinnisa stated that teachers with improper educational background and irrelevant with teachership education for kindergarten would create low ability in the learning. Therefore, teacher development is highly needed to improve their professionalism. Based on that evidence, teacher development must be done to improve the teacher professionalism.

Kelompok Kerja Guru (KKG) or teacher team work is an organization of teacher professionalism development which is united in an organization of school cluster in the frame of upgrading education quality. The programme of KKG is expected to be able to increase teacher competences through many kinds of activities, to map learning problems which are faced by teachers every day and to solve learning problems which are faced by sharing their experience with one another and learn from the best practices.

Based on the result of pre-survey which was held in done in some KKG of kindergarten in Semarang City showed that there is KKG which has been vacuum for several years or do not do any activities because of being not active of the leaders. There is a KKG Indonesia sub-district which the implementation of its activities is not always synchronous with the plans so that the report made doesn't match with the reality. The same thing also happened in the other KKG in another sub-district. Kindergarten KKG activities tend to be like a meeting beside teachers' quality development activities. In addition, teachers' motivation to attend the meeting was low, proved by the percentage of attendance which rarely attained to 75%. For the time being, there is no study or publication concerning kindergarten KKG problems. Some major problems faced by kindergarten KKG such as: leadership in kindergarten KKG less optimally works; programme of KKG is less significant and less appropriate with the needs of teachers; kindergarten KKG less imposed upon the upgrading learning quality which effects positively to the development of national education quality.

It can be concluded that the problem happened in KKG is management problem. It was conveyed by Deming that a leader must be responsible for the organization failure. Gaffar also stated that all of education sources would not effect to the development of qualified human resources if the education management were weak. The management of education system plays an important role because the structuring process of education sources (the management of teaching staff, curriculum and learning process financial, education facilities and also harmonious and simultaneous involvement between the government, schools and the society) needs professional management.

Statement of the problems: In a design of management, somehow, it has been planned accurately and has been tried out, it often experiences obstacles in the implementation so that the aims of the organisation cannot be achieved optimally. Based on that situation, this study focused on the characteristics of the model of KKG which can increase the effectiveness of kindergarten KKG and hopefully, it will be able to improve the professionalism of the kindergarten teachers eventually.

Scope of the study: The details problems which will be investigated in this study are:

- How is the recently management of kindergarten teacher team work or Kelompok Kerja Guru TK (KKG TK)?
- How is the development of management model of KKG TK?
- To what extent is the implementation of KKG management in the planning, organizing, supervising and evaluation activities?

Purpose of the study: Generally, this study aims to find out the management development model of KKG TK. The detail purposes which want to be achieved in the study are presented as follows:

- To get the description of the recent management model of KKG TK by considering the four management functions; those are planning, organizing, directing and evaluating (factual model)
- To get the model of management development of KKG TK (the empiric/final model) which consists of four management functions; those are planning, organizing, directing and evaluating which is innovative and has been tried out

Significance of the study

Theoretically: The result of the study gives the description of KKG TK which can be redeveloped further to be a theory to increase the storage of valuable area of science and management of education.

Practically: Hopefully, this study can give some informative contribution to the organization of KKG TK concerning its model, so the function of KKG TK can be improved optimally to the relevant institutions in order to be able to control the implementation of KKG TK.

literature review

KKG in the perspective of education management: According to Parker as quoted by Usman, management means the art of getting things done through people. In the other hand, Hersey and Blanchard (1982) stated that management is one of the branches of science which examines how an organization manages and uses all of the resources both human and natural resources in order to be useful and successful. Concerning with the schools especially kindergarten, all of the components will not be useful maximally to the education doers or organizers in kindergarten without the existence of workers, certainly the professional workers.

The professional workers mean here is the teacher, because teachers are human resources which highly determine the success of the education programme in kindergarten. The development of the quality of the education in kindergarten requires the existence of professional teachers. Professional teachers in the frame of school management as conveyed by Glickman in Bafadal stated that someone will work professionally if he/she has ability and motivation. In the respect of the implementation of development of education quality, Bafadal explained that professional teachers are teachers who have exact vision and innovative actions.

According to the Regulation of the National Education Ministry No. 16, 2007 about academic qualification standards and teachers' competences of kindergarten which was established in May 4, 2007 as follows: the academic qualification of the kindergarten and education in early age teachers must have background of education minimally diploma IV or undergraduate degree in the field of education in early age or psychology which is gotten from the certified programme of study. Teachers' competences standards are developed completely from the four major competences; pedagogical, personality, social and professional. Those four competences are integrated in the teachers' activity.

Kindergarten teachers team work: Kelompok Kerja Guru Taman Kanak-kanak (KKG TK) or kindergarten teachers team work is an organization of teacher professionalism

development which is united in an organization of school cluster in the frame of upgrading education quality. The development of the teachers' professionalism places KKG TK as an organizational learning.

The efforts of the teachers' quality development are done through KKG organization by doing some activities to develop the teachers' professionalism by the principle of "from, by and for teachers". Now a days, in Indonesia, there has been developed many KKG TK but most of them do not function optimally. Therefore, it is necessary to be investigated what factors cause it. Remembering that KKG TK has been an organization which aims to improve the teachers' professionalism, it is necessary to examine the effectiveness and the efficiency of the management.

KKG TK management: Sugiyono (2008) explained that management is series of activities of planning, organizing, actuating, controlling and developing all of efforts in regulating and utilizing human resources and facilities effectively and efficiently to achieve the goals of the organization which has been established.

Management function in the investigation of this study is focused on the Terry (2009)'s opinion. These are the following explanations:

- Planning is a process which covers the aims and strategies determinations and also the development of plans to organize the activities
- Organizing is a cooperation of two or more persons to achieve their goals effectively and efficiently
- Leadership or directing is knowledge and art of influencing people or group of people to work as the leaders expect to achieve the goals effectively and efficiently
- Monitoring is observing and evaluating processes and the plan report of the achievement of the goals which have been determined as an corrective action for the the further action of perfecting

Model of the development of KKG TK management:

Model is form, pola or programme which has certain characteristic such as having a special characteristic compared to the others having a certain quality or superiority which is better, a better level of effectiveness to apply, form of innovation or something new which aims to repair or answer the problems in the real condition and having a relevant level of benefit for the users.

Relevant study: Some research findings concerning with the urgency of education in early age had been explained. The development of intellectuality happens rapidly in the beginning of the children's life that is 50% of intellectuality has happened, since they are four as quoted by Jalal and Solehudin. Marcon finding in

Solehudin explained that children’s failure in learning in the beginning of the period will be a predicator for the failure in the next period. Therefore, professional teachers are needed in order to be able to get qualified children so that they can continue their study in the higher level of study without any obstacles.

If formal education has not been taken on or cannot be taken on by the teachers, training through the KKG can be done. It has been investigated by Madyo Eko Susilo which showed that in the respect of teachers’ professionalism competence, KKG activities have a substantial contribution.

Framework of analysis: The first thing to do in this research is to find out what factors exactly caused this KKG organization cannot function maximally. To develop this KKG, we can find the strengths and weaknesses of KKG to find out the alternative solutions. Obstacles and strengths will be the base of the making of the new KKG management model which is considered more suitable in the upgrading of teachers’ professionalism. If the concept of this KKG management has been gotten, it is necessary to be validated by the experts of kindergarten management in one KKG which has been chosen.

MATERIALS AND METHODS

This study is a research and development which are based on the principles from Borg and Gall (1984).

Introduction: Firstly, an important thing should be decided before doing research is deciding the steps of conducting research. These following steps were taken by researcher to manage this study: literature study,

collecting data and describe and analyze findings. Purposive sampling technique was chosen to consider getting the data about management model of KKG by comparing three different level of KKG classified into very good, good and average levels. Therefore, this study involved three KKGs in Semarang; KKG A; KKG B and KKG C Semarang. Among those KKGs in Semarang, the researcher took KKG TK in Indonesia; KKG TK Teratai, Mawar and Angrek as the object of the study.

Data and source: Information about the implementation of KKG TK management and its strengths and weaknesses are the main data to support this study.

Data collection: The researcher applied in depth interview, participation observation and documentation to collect the data.

Data analysis: The purpose of this analysis is to find the meaning. Therefore, description is appropriately applied in this study.

Validity: Validity including in this study is FDP (Focused Group Discussion). The model and collected data were validated by some experts to measure the strength and weaknesses as consideration to make improvement.

Try out of model: Try out was proposed to know whether the previous revised model had been applied in the chosen KKG TK or not. It was done in KKG TK which has either weaknesses or strength. In this case, KKG TK Teratai becomes the model of try out. In general, the steps of this research and development can be described in Fig. 1.

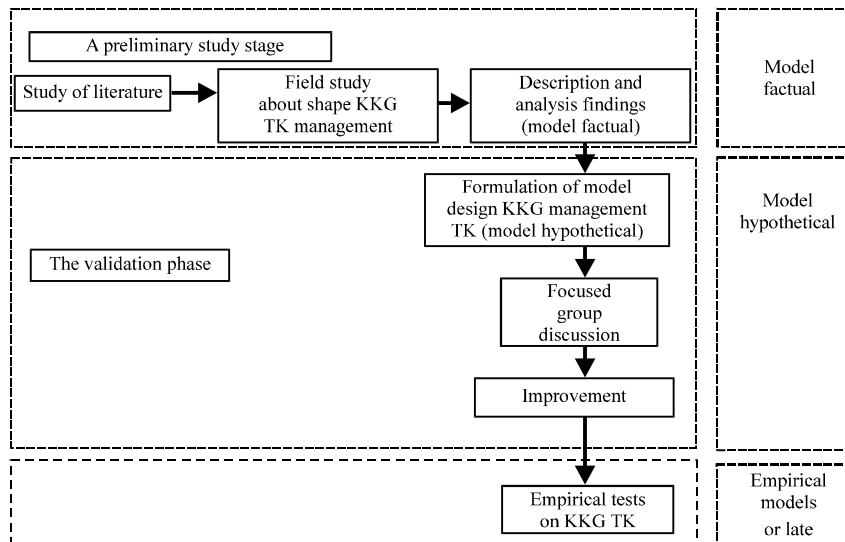


Fig. 1: The steps of research and development of KKG TK Model

RESULTS AND DISCUSSION

Findings: The result of this study was discussed in function of KKG TK management in Indonesia.

Planning: Teratai: mechanism compiling programs of KKG, conducting KKG meeting. Anggrek mechanism: compiling programs of KKG, discussing program involving chief, secretary, treasure, supervisor of school and committee of school and foundation. Mawar mechanism: compiling programs of KKG, conducting KKG meeting.

Organizing

Teratai: The hierarchy of organisation consists of administrative supervisor, technical supervisor, chief, co-chief, secretary, treasure and members.

Anggrek: The hierarchy of organisation consists of KKTk staff, supervisor, chief, co-chief, secretary, treasure and members and pokja.

Mawar: The hierarchy of organisation consists of administrative supervisor, technical supervisor, chief, co-chief, secretary, treasure and members.

Leadership

Teratai: The chief of KKG does not understand professionalism of teacher. The staff and members do not rely on the chief of KKG.

Anggrek: Leadership in KKG was handled by the chief. In solving the problem of members absence in a meeting is done by personal approach. Then, the chief uses structural approach by giving positive punishment to the member (i.e., constructing a certain work).

Mawar: The role of chief is to give guidance to his staff. The way how the chief of KKG to give guidance is flexible because of every kindergarten has different capability.

Evaluation

Teratai: Evaluation program is managed by supervisor because it must be approved by the chief of UPTD and supervisor himself. After official checked the program, improvements should be taken as soon as possible; evaluation was done once a month.

Anggrek: Evaluating the implemented program to know whether the objective of the program is achieved or not. Problem identification and the result of program is reported to the chief of KKG TK and KKPS. Furthermore, the result of reporting program evaluation will be discussed in a meeting of KKG's members, to talk about further program.

Mawar: The chief of kindergarten has responsibility for the whole process of conducting program, evaluating by listing data base including name, result and implementing the program in general; evaluation is taken for each semester by asking the program report. Then it is going to be discussed together so that it can be useful for the next policy decision. Every program must be evaluated.

Management model development of KKG TK: Management model development is preceded by looking at strengths and weaknesses of model of KKG TK in Indonesia. Afterwards, checking to related reference is very important to fix existed weaknesses.

Components of planning in management of KKG TK Vision, mission and objective: Weaknesses; vision, mission, objective is not clear. Development; applying vision, mission and objective based on improvement of professionalism.

Identifying necessity: Weaknesses; identifying necessity is only based on professionalism of competence.

Arranging program: Weaknesses: arranging program is not based on professionalism of teacher (3 others competence) and appropriate method related to materials which will present and time allotment. Development; arranging program is constructed systematically by considering materials, method related to the improvement of professionalism (4 competence) and decide time allotment that will be used in performance and determine specific materials to reach the objective.

Component of organizing

Hierarchy of organization: Weaknesses; hierarchy of organization has not been standardized as well as learning organization. Developments; in the organization, there is study group.

Field of task: Weaknesses; there is existed field of task but not for study group. Developments; field of task is related to structure of learning organization.

Task mechanism: Weaknesses; task mechanism has not been appropriate with learning organization. Development; task mechanism relies on learning organization so that program can run well based the objective.

Supervising

Motivation: Weaknesses; motivation is only given to general problem, not specific problem. Strengths because

the chief always learn, the members are motivated to do so. Developments; motivation is given by the chief to improve professionalism of his members.

Leadership: Weaknesses; leadership does not focus on how to influence the members to improve their professionalism. Development; leadership is focused on an effort in improving professionalism.

Communication: Weaknesses; vertical communication. Development; vertical and horizontal communication.

Coordination: Weaknesses; coordination does not focus on learning organization. Development; coordination is based on characteristics of organization.

Monitoring and evaluation

Evaluation: Weaknesses; there is no evaluation at the end of program to measure achievement of members in understanding given materials. Developments; evaluation is done in every program at the end of it to know achievement about presented materials.

Monitoring at every end of semester: Development; monitoring has been done every end of semester to know planning achievement in one semester.

Monitoring at the end of year: Weaknesses; never, developments; monitoring at the end of year is to know planning achievement. By getting the weaknesses and strengths related to the existed references, the conceptual/hypothetic model can be created.

Testing/model validation: After getting conceptual model, this development model was validated by some experts and colleagues. It was internal validity done individually involving experts with background knowledge of children education in early age, development psychology and education management from Semarang State University. The findings data from those experts and colleagues was analyzed.

Revisions: Based on some suggestions come from experts and colleagues, the weaknesses can be analyzed to make improvement. Consequently, the determined objective can be reached and this management development model of KKG TK can be implemented.

Management development model of Kindergarten teachers team work (KKG) (2nd hypothetic model): The tested model is a model that has been validated by experts. The result of this try out creates the final model of management development of KKG TK. Here is Fig. 1 of the final model/empirical model. The final model/empirical model shows that there are differences between factual model and empirical model although similarities among them can be still found (Table 1 and 2).

The similarities of factual and development model: Identifying necessity based on professionalism competence is done in the planning. In the organizing, there are structure and task field. In the supervising, it involves motivation, leadership and coordinator. In the evaluation stage, evaluation is held at the end of semester.

Table 1: The differences of factual model and development model

Factual model	Development model
In the planning, identifying necessity is based on professionalism competence and program arrangement	In the planning, there are vision, mission and objective which are based on four professionalism competences of kindergarten teachers Identifying necessity and arranging the program includes: objective, method, time allotment, materials (tools and teaching materials)
In the organizing, the hierarchy of organization is divided into: chief, secretary, and members Task field is based on structure Evaluation is done at the end of semester	In the organizing, the hierarchy of organization is broken down into: treasure, chief, secretary, treasure and study group Task field is based on new structure Evaluation is done at the end of program, semester and year

Table 2: Conclusion of the study

Function of management	Factual	Final
Planning	It is only limited to each problem appeared in the school is focus on problems of students' learning	Predetermined vision, mission and objective are to improve professionalism of kindergarten teachers. Identifying members' necessity; it involves problems of every member relates to professionalism of teacher. Mapping; materials of professionalism must be discussed completely to make well-ordered materials. Method; in presenting the materials, it can use learning method because this organization is learning organization. The important thing in using this method is the level of understanding from every member. Facilities; there are a place to hold an agenda and meeting
Organizing	It has not completely direct members to the determined objective because the chief has not still understood about professionalism of kindergarten teachers or vision and use of learning organization	Hierarchy of organization applies a simple system. There are chief, secretary, treasure and study group (kelompok belajar) based on the competence in the guideline of professionalism of kindergarten teachers Field of task according to structure that has been made

Table 2: Continue

Function of management	Factual	Final
Supervising open-minded,	There must be a leader that can handle and manage his staff to achieve individual objective, group and organization	Motivation; the chief can motivate his members to learn simultaneously to improve their professionalism. Leadership; the selected leader must be mastery of how to persuade someone or society to act based on his directions to improve the professionalism. Communication; leader and his members must be respectful, responsible and believe each other in communication. The leader explains everything about function of management. Coordinator; the chief can work together with his members to do such program
Evaluation	It is done at the end of semester or year	Evaluation is applied regularly for every program. It involves materials, method and facility either spoken or written. Evaluation at the end of semester or year is to watch whether the pal has been implemented well or not. If there is obstacle during the program, it must be analyzed anymore. Unimplemented agenda must be included to the next program

CONCLUSION

Finally, there was improvement occurred in management model of KKG TK. It became more effective to raise teachers' motivation to be more professional. Suggestion is given to related institutions to conduct monitoring and guide the implementation of KKG TK to ensure that the development of management model runs continuously.

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