The 3rd International Conference of Early Childhood Education (ICECE) 2015
Early Childhood Education Department
Faculty of Education, State University of Padang

EARLY CHILDHOOD
HOLISTIC AND INTEGRATIVE

September 20th-21st 2015
Engku Syafe'i Room LPMP
Padang, Indonesia

Katalog Dalam Terbitan
Proceeding, The 3rd International Conference of Early Childhood Education (ICECE) 2015, EARLY CHILDHOOD HOLISTIC AND INTEGRATIVE.
Faculty of Education, State University of Padang


Editors:
Dr. Alwen Benti, M.Pd (Dean Faculty of Education, State University of Padang)
Dr Ann Cheryl Armstrong (University of Western Sydney, Australia)
Sumolnit Kranoodwong (Shrinakharinwirot University Thailand)

Committee/Lay Out:
Elise Muryanti
Syahrul Ismet
Rismareni Pransiska
Saridewi
Nur Hazizah
Prima Aulia

Publisher
Faculty of Education
State University of Padang
Hamka Street Complex Air Tawar PADANG
Phone (0751) 446871

Undang-undang Republik Indonesia nomor 19 tahun 2002 tentang Hak Cipta Pasal 72:
1. Barangsiapa dengan sengaja atau tanpa hak melakukan perbuatan sebagaimana dimaksud dalam pasal 2 ayat (1) dan ayat (2) dipidanakan dengan pidana penjara masing-masing paling singkat 1 (satu) bulan dan atau denda paling sedikit Rp. 1.000.000 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan atau denda paling banyak Rp. 5.000.000.000 (lima milyar rupiah).
2. Barangsiapa dengan sengaja menyuarakan, memamerkan, mengedarkan, atau menyalin kepada umum suatu ciptaan atau barang hasil pelanggaran Hak Cipta atau Hak Terkait sebagaimana dimaksud pada ayat (1), dipidanakan dengan pidana penjara paling lama 5 (lima) tahun dan atau denda paling banyak Rp. 500.000,- (lima ratus ribu rupiah).
PREFACE

Dr. Alwen Bentri, M.Pd.
Dean Faculty of Education and Sain
State University of Padang

We appreciate the implementation of the 3rd International Conference on Early Childhood Education by the Committee of Early Childhood Education Department, Faculty of Education, State University of Padang. This conference has become an important agenda every two years of the Early Childhood Department. This activity supports the vision and mission of State University of Padang, and Faculty of Education will be an excellence institution in Indonesia in Southeast Asia.

Early Childhood Education Conference is very useful for many people, especially for child educators, academics, researchers and students. In this conference, various issues related to early childhood education under the theme of holistic and integrative which is the issue today and future. These issues will develop awareness in education department, schools and social. Throughout this conference supports the interaction and communication between observers of early childhood education from various regions, national and international.

We expect from this conference will produce a variety of studies of early childhood education and recommendations for the competent stakeholders. So, it will support synergy: relationship between universities, stakeholders and communities in building and developing early childhood education, better and more development in the future.

Congratulations for conferences committee.

Dean Faculty of Education
State University of Padang,

Dr. Alwen Bentri, M.Pd.
NIP. 196107221986021002
## CONTENTS

<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global/Local Childhoods: Re-Weaving Te Whāriki In Early Childhood Settings In Aotearoa New Zealand For Two Decades (Marek Tesar)</td>
<td>1</td>
</tr>
<tr>
<td>Communication Keys: Understanding the Importance of The Early Childhood Teacher's Role in Children's Language and Literacy Development Within a Holistic, Integrative Approach to Child Development (Sarah Ohi)</td>
<td>14</td>
</tr>
<tr>
<td>Development Processes To Enhance Caregivers' Preschool Child-Rearing Ability Based On Communities Of Practice Approach: Participatory Action Research. (Rungrong Sommitr)</td>
<td>24</td>
</tr>
<tr>
<td>Child Rights And Child Protection in Thailand: Situation And Trends For Education Approach In Asean 2015. (Gumpanat Boriboon)</td>
<td>31</td>
</tr>
<tr>
<td>Holistic and integrated Early Childhood Education in Malaysia (Associate Prof. Dr. Azlina Mohd Kosnii)</td>
<td>45</td>
</tr>
<tr>
<td>Religious Education of Early Childhood. (Anayanti Rahmawati)</td>
<td>55</td>
</tr>
<tr>
<td>Managerial Competence Supervision in Elementary School Bukittinggi (Anisah)</td>
<td>65</td>
</tr>
<tr>
<td>Learning and Development of Writing Skills in Children Kindergarten: a Critical Analysis (Abdul Azis)</td>
<td>73</td>
</tr>
<tr>
<td>Integrating Language Skills Through Children’s Literature Usage In Kindergarten (Barokah Widuroyekt)</td>
<td>81</td>
</tr>
<tr>
<td>Introduction Of Science Through Cooking Class Activity In Early Childhood (Christiani Endah Puspita, I Malakul Chand)</td>
<td>90</td>
</tr>
<tr>
<td>Competence Development of Early Childhood Education Teachers Based On Technical Orientation (Dadan Suryana)</td>
<td>98</td>
</tr>
<tr>
<td>Use of Video Education for Learning in Early Childhood (Eldarni)</td>
<td>114</td>
</tr>
<tr>
<td>Improving The Ability of Young Mother to Stimulate Early Childhood Development in Poor Family Through Home Visit Program (Elis Komalasari)</td>
<td>122</td>
</tr>
<tr>
<td>Title</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Teacher Reflection of Trial BKBB Learning Model (Euis Kurniati)</td>
<td>131</td>
</tr>
<tr>
<td>Sense of Children in Drawing in Indonesia Kindergarten (Farida Mayar)</td>
<td>138</td>
</tr>
<tr>
<td>The Role of Parents Educational Level Within Talent Development of Children in TK Darul Atsar (Farny Sutriany Jafar, Syamsuddin)</td>
<td>144</td>
</tr>
<tr>
<td>The Development of Traditional Game into Educative Game for Stimulating the Early Childhood Development in West Nusa Tenggara (Nyoman Suarta, Dwi Istati Rahayu, Moh. Irawan Zain)</td>
<td>151</td>
</tr>
<tr>
<td>The Importance of Informal Education Before Entering Early Childhood Education Institution: Lesson Learn from Our Culture (Fidesrinur)</td>
<td>166</td>
</tr>
<tr>
<td>The Implementation of Movement and Song Development Strategy to Improve Cognitive Ability in Recognizing Geometric Shapes to Young Learners (Hanggara Budi Utomo, I Devi Ayu Novita Sari)</td>
<td>174</td>
</tr>
<tr>
<td>The Increase of Early Childhod’s Language Development with Thematic Approach (Hendra Sofyan)</td>
<td>180</td>
</tr>
<tr>
<td>The Effectiveness of Contextual Teaching Learning Model in Environmental Education In Kindergarten (Heny Djoehaeni, Asep Deni Gustiana)</td>
<td>194</td>
</tr>
<tr>
<td>Parents’ Attention Influence The Mind Of Toddlers Development (Herwina)</td>
<td>201</td>
</tr>
<tr>
<td>The Descriptive Study of Vocabulary Development in Implementation of Early Chilhood Education (Indra Jaya)</td>
<td>213</td>
</tr>
<tr>
<td>The Effect Of Carton Movies on Storytelling Ability for Pre-School Students in Kindergarten (Indra Yeni)</td>
<td>220</td>
</tr>
<tr>
<td>Supervisors’ Academic Supervision Competences At Elementary Schools In Bukittinggi (Irshad)</td>
<td>229</td>
</tr>
<tr>
<td>The Importance of Mental Stimulation for Early Childhood Education (Izati)</td>
<td>236</td>
</tr>
<tr>
<td>Physical Stamina and Strength Kindergarten Teachers Perception in Papua Province (Jonni Siahaan)</td>
<td>242</td>
</tr>
</tbody>
</table>
Character Building: Islamic Parenting (Kartika Rinakit Adhe, Wulan Patria Saroinsong) ................................................................. 251

Creativity and Aesthetic Development: Improving Nurture Parents to Developing Creativity and Aesthetic Based on Multiple Intelligences for Early Childhood Aged 4-5 Years. (Luluk Asmawati) ....................... 260

Formation of Character Through Early Childhood Education Cultural Values (Mega Iswari) ................................................................................. 272

Improving Gross Motor Skills Through South Sulawesi’s Traditional Games, Action Research In Group B Children At Al Abrar Islamic Kindergarten Makassar, 2014. (Muhammad Akil Musi, Bonita Mahmud and Syamsuardi) ................................................................. 278

Introducing Saito Kimiko’ S Physical Activities For Stimulating Early Brain And Motor Development Of Children (Murni Ramli, Yudianto Sujana, Suciati, Riezky Maya P) ................................................................. 288

The Influence Of The Media Flash Card Against the Introduction of Speaking in English to Children (Nenny Mahyuddin, Molli Marsela) ............... 298

Transactional Analysis Counseling Model To Reduce Aggressive Behavior Of Children Primary School in Padang City. (Netrawati) ............. 306

Learning-By-Playing Activities For The Development Of Preschool Children. (Neviyanti S) .................................................................................. 315

Model Problem Based Learning Application to Improve Mathematical Logical Intelligence for Early Childhood. (Nina Kurniah) ...................... 323

Study About The Implementation Of Character Building In Education Character At Paud Harapan Bunda, Kampar District- Riau Province (Nini Aryani) ................................................................. 331

Information Comunication And Technology (ICT) In Education Early Childhood (Neviyanti) ........................................................................... 338

Collaborative Counseling With Behavioral Approach To Improve Social Skills Of Children With Attention Deficit-Hyperactivity Disorder (ADHD) (Nur Faizah Romadona) ................................................................. 352

Child Development Emotional Intelligence Through Outbound Activities in Kindergarten Mutiara Ananda Padang (Nur Hazizah) 361
The Affect of Early Childhood Teachers From Jakarta, Bogor, Depok, Tangerang and Bekasi in Learning Mastery And Factors That Affected it in 2014/2015. (Nurfadilah, Fidesrinur, Nila Fitria) ........................................ 368

The Development of Naturalistic Intelligence in Early Childhood (Nurhafizah) .......................................................................................................................... 391

Environmental Education Through Project Approachin Early Childhood Education (Ocih Setiasih, Leli Kurniawati) ................................................................. 401

Early Detection Efforts Through Children Pre-Participation Health Assessment in Sport Involvement (Pudia M. Indika, Endang Sepdanius) ... 412

The Effectiveness Of Parenting Training In Early Childhood Development (Radhiya Bustan, Nurfadilah, Nila Fitria) ................................................................. 420

The Development of Children’s Attitude in Cooperation Toward Playing Water And Sand (Radhiyatul Fithri) ........................................................................ 428

Characteristics Of Investment Moral And Religious Values For Toddlers in Pekanbaru Riau (Rahmah) .................................................................................. 436

An Analysis Of The Receptivity Of Tempe Pudding For Toddlers In Padang Nanggalo Health Center (Rahmi Lisdeni) ......................................................... 445

Influence Of Singing Activities Toward Child’s Arithmetic Of Kindergarten Negeri 1 Padang (Rakimahwati) ............................................................... 453

Exploring how a Child’s History Meets the Education System in Remote Areas Within Indonesia (Rina Windiarti) ................................................................. 459

The Development of Outdoor-Based Science Learning Model For Lower Class In Elementary School (Risda Amini) ......................................................... 472

Involving Parents in The Activities of Assessment Early childhood (Riska Ahmad) ......................................................................................................................... 480

Promoting The Language Development of Young Children (Rismareni Pransiska).............................................................................................................. 488

The Relationship Between Emotional Intelligence and Problem-Solving Abilities Math Story Problems, Survey on Childhood Elementary Class III in Jakarta (Rohita) ......................................................... 493

Application of Playing Clay in Fine Motoric Development of Children aged 5-6 years in Kindergarten of Srijaya Palembang (Rukiyah, Sapta Wahyuningsih) .................................................................................................................. 503
The Use of Games and Educatives Aids in Teaching English at Kindergartens in Karanganyar Central Java (Ruh Hafidah).......................... 513

The Effect Of TPR Method Towards The Students’ English Language Age 5-6 Years Old At Kindergarten Assyifa Padang (Saridewi Deni)........... 523

TGMF (Traditional Game Of Modification Fortress) On Social Emotional Ability (Saroinsong Wulan Patria).......................................................... 532

Education Peace For Early Childhood (Serli Marliana)........................................ 540

The Methods Of Development Children’s Speaking Ability in Kindergarten, Tabing – Padang (Sri Hartati)................................................. 548

The Role Of Educators In Introduce Technology In Early Through Science Activities (Sri Sumarni)................................................................. 554

The Quality Assurance Of Preschool Education By Mean Academic Accreditation (Sufyarma M)................................................................. 563

Improving Geometri Ability of Children Through Theory Learning Process at Kindergarten B Srijaya Negara Palembang (Syafdaningsih)........................................................................... 574

Teacher’s Role to Develop Emotional Intelligence of Kindergarten Children (Syahniar).............................................................................. 581

Parents Orientation Program in Early Childhood Education Based Social Learning Approach (Tina Hayati Dahlan)........................................... 588

Development Of Early Childhood Creativity Through Play (Tuweva Pangaribuan)................................................................................. 592

Women’s Role Towards Early Age Children: Study on a Housewife (Titik Setyowati).................................................................................. 599

Gender and Early Childhood Education in Indonesia (Vina Adriany)........ 610

The Project Approach In Education Of Flash Flood Disaster Anticipation For Early Childhood Education (Wahju Dyah Laksmi Wardham)........ 622

Beginning Math Upgrades Through Cooking Fun Activities In Early Childhood (Windu DwiAndika).................................................................................. 633

Ecology Based Science Learning For Early Childhood (Yasna).................. 643
<table>
<thead>
<tr>
<th>Title</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Application of Word Media in Reading Activity of Early Childhood (Yulsyofriend)</td>
<td>650</td>
</tr>
<tr>
<td>The Development of Learning through Play Module in Enhancing Children’s Understanding of Number Concept (Zakiah Mohamad Ashari, Azlina Mohd. Kosnin, Yeo Kee Jiar)</td>
<td>657</td>
</tr>
<tr>
<td>Pakem (Participative, Active, Creative, Effective, And Fun) Model in Learning Of Pre-School Children (Zulminiati)</td>
<td>666</td>
</tr>
<tr>
<td>Teachers’ Perception of Sex Education on Early Childhood in Riau (Rahmah, Susi Herlina)</td>
<td>673</td>
</tr>
<tr>
<td>The Child’s Self-Protection and the Different Parenting Style (Rizqa Nur Fajar, Rusna Apriliana, Ryzka Nurdianti, WoroAyu Wigati)</td>
<td>681</td>
</tr>
<tr>
<td>Computer Learning for Young Children Stimulation (Syahrul Ismet)</td>
<td>692</td>
</tr>
</tbody>
</table>
COMPETENCE DEVELOPMENT OF EARLY CHILDHOOD EDUCATION TEACHERS BASED ON TECHNICAL ORIENTATION

Dadan Suryana
Universitas Negeri Padang, Kampus Air Tawar, Padang
dadan.suryana@yahoo.com

Abstract
Performing one village in early childhood education institution is under Education Authorities of West Sumatra Province. This policy is very positive because it can provide opportunities for children to get an education, but it does cause problems, namely the lack of resources that teachers have the pedagogical, personality, social, and professional. West Sumatra Provincial Education Department as an institution that has the authority to provide education and training is responsible for improving the quality of teachers in the area. To improve teachers’ quality of early childhood education program is provided the technical orientation of teachers of early childhood education. However, the reality in the field of technical orientation program has not been able to make a significant contribution. Technical orientation needs to be made as a model of structured program of technical orientation and materials needed in order to develop pedagogical, personality, social, and professional. The research methods used in this research is research and development (R and D). Results of the first stage of this research is a model of technical orientation of early childhood education teachers are equipped with teaching materials well-structured, so it is effective in improving the quality of early childhood education teachers in West Sumatra.

Keywords: Competence, Early Childhood Educations Teacher Professionalism, Technical Orientation

Introduction
West Sumatra is one of the provinces are concerned about early childhood services, management of institutions of early childhood education and care to improve the quality of teacher education of children of early childhood education. It was with the introduction of the ellipse of the institutions of early childhood education. One village an early childhood education institutions will be more early childhood development needs of underserved in service, health care, and appropriate care given by parents to their children, as well as education in accordance with the stage of development of the child's age. The program of the ellipse of the early childhood education institutions, announced by the
government of West Sumatra form one institution with programs for early childhood education pilot in each district / city. Early Childhood Education This pilot will be selected by the government of West Sumatra with the criteria of early childhood education has been established, at least have learning laboratory of early childhood education, have adequate means of pre facilities, minimal educational background Bachelor of Early Childhood Education. This pilot institute will be a concrete example in all respects by all early childhood education in the district/city. The early childhood education should also be able to receive the teachers around him to do an internship (education and training). Teachers in early childhood education pilot will be a tutor for peers. It is expected a significant improvement in the quality of early childhood education in the district/city.

**Standard Implementation of Early Childhood Education**

In Act No. 20 of 2003 on National Education System states that non-formal education serves as a complement (complement), replacement (substitute), and adder (supplement) formal education. Various programs have been developed in the path of non-formal education today include: program literacy, equality (package a equivalent elementary school, package B equivalent to junior high schools, and package C equivalent of high school), education courses, education life skills, and education early childhood. Each program described above requires teachers and education personnel who have competence in accordance with the program developed.

Government Regulation No. 19 of 2005 on National Education Standards elaborated that education personnel are required competence which includes pedagogical competence, personality, social and professional. Competence is expected to be possessed by all management personnel of school education institutions, including the program manager of early childhood education. Business that meets the competencies expected to meet the legal qualifications as a management employee education programs for early childhood professionals.

Thus the majority of the personnel manager of early childhood education that is yet to get training and education support professional duties. Another reality on the ground that the manager of early childhood education has an educational background, work experience, and education is very diverse. Thus, not all managers of early childhood education, there meets the standards of competence specified in government regulation above.

The implications of the above conditions and the management of early childhood education services to the target cannot be run in accordance with the provision of early childhood education services. This is because until now there is no competency standards for early childhood education management standard. In this regard it is important to immediately prepare personnel competency standards institute or the business of early childhood education.

Personnel competency standards Institute or business early childhood education should be formulated jointly by the various elements which include: the directorate of early childhood education, early childhood educators Association.
business, academics, and stakeholders. The formulation that has been generated by these elements feed into educational standards bodies to be used as standards.

**Early Childhood Education Standards**

The implementation of early childhood education should be able to provide optimum and maximum service for child development. The standard of early childhood education is an integral part of the National Education Standards as mandated by the Government Regulation No. 19 Year 2005 on National Education Standards are formulated taking into account the characteristics of the organization of early childhood education. Early childhood education standards consist of four groups, namely: (1) a standard level of achievement of development; (2) Teachers and education personnel; (3) Standard content, process, and assessment; and (4) Standard means and infrastructure, management, and financing. The standard level of achievement of development contains the rules of the growth and development of young children from birth to the age of six. The level of development reached the actualization of the potential of all aspects of development that are expected to be achieved at each stage of child development, not an achievement level of academic skills. Standard teachers (teachers, assistant teachers, and caregivers) and education personnel load the required qualifications and competencies. Content standards, processes, including planning and assessment, implementation, and evaluation of programs implemented in integrated / unified in accordance with the needs of children. Standard facilities and infrastructure, management, and financing requirements of the facility set up, management, and financing in order to organize early childhood education properly.

**Early Childhood Education Teachers**

Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers, hinted that the teacher is a professional teacher with the primary task of educating, teaching, guiding, directing, train, assess, and evaluate students on early childhood education, formal education, basic education and secondary education. Professionalism in education needs to be understood that the teacher should be someone who has the instinct as a teacher, to know and understand learners. Teachers must master in depth of at least one field of science. Teachers must have the attitude of professional integrity. The position of teachers as professionals as defined in Article 2 paragraph (1) serves to enhance the dignity and role of the teacher as a learning agent serves to improve the quality of national education. What is meant by the teacher as an agent of learning (learning agent) is the role of teachers, among others as a facilitator, motivator, boosters, engineers learning and inspirational learning for learners. Teacher competence as referred to in Article 8 of the Law of the Republic of Indonesia number 14 of 2005 includes pedagogical competence, personal competence, social competence, and professional competence acquired through professional education

The above fourth competence is holistic and integrative in teacher performance. Therefore, the full figure of teacher competence include (a) the
introduction of learners in depth; (b) mastery of both fields, of study disciplines (disciplinary content) as well as teaching material in school curriculum (pedagogical content); (c) implementation of educational learning which includes planning and implementation of learning, evaluation processes and learning outcomes, as well as follow-up to the improvement and enrichment; and (d) the development of personality and professionalism on an ongoing basis.

Professional occupation or activity carried out by a person's life and a source of income that requires expertise, skills, or skills that meet certain quality standards or norms and require a professional education. Teachers as professionals implies that the teacher's job can only be done by someone who has the academic qualifications, competence, and a teacher's certificate in accordance with the requirements for each type and level of education. In carrying out the duties professionalism, teachers are obliged: learning plan, implement quality learning process, as well as assessing and evaluating learning outcomes; improving and developing academic qualifications and competence on an ongoing basis in line with developments in science, technology, and art; act objectively and do not discriminate on the basis of gender, religion, ethnicity, race, and certain physical conditions, or family background, and socioeconomic status of students in learning; upholding the legislation, legal, and ethical codes of teachers, as well as religious values and ethics; and maintain and foster national unity.

Teacher professionalism of early childhood education in Padang

Preliminary research has been done on the professionalism of teachers and the organization of early childhood education in the city of Padang by researchers in that study concluded teachers in Koto Tangah West Sumatra concluded fall into the category of a teacher who has pedagogical, personal, social and professional. (Suryana: 2012 ). However, there is a separate record for teachers in Koto Tangah West Sumatra, in the range of 2009-2011 has always been a subject of research and community services majoring in early childhood. So there they indirectly get additional insight and knowledge of lecturers of early childhood conducting research and community service.

Other areas beyond the reach of the Department of Teacher Education Early Childhood Education they are not easy to get information about science to early childhood education. Sub-districts in the city of Padang alone there is inequality of professionalism of teachers of early childhood education, especially in the city/district far from the reach of information about early childhood education from institutions such as the State University of Padang.

The logical consequence of globalization impact will form stiff competition between countries. Each country will make efforts to win the global competition and existence will be maintained. Therefore, developing countries including Indonesia begin to clean themselves with positive steps to prepare human resource development of the various aspects related to the competence in globalization era. Human Resources competencies prepare early is very necessary to be able to compete to win and compete for employment opportunities open in various occupations and professions. Very rapid development today, requires readiness of qualified human resources that require preparation is also accompanied with a better infrastructure and reasonable fees.
One aspect that is very important and strategic includes preparing work competence Standards to be used as a reference in the development and preparation of qualified and competent human resources and recognized by all stakeholders (stakeholders) and nationally applicable in the territory of the Republic of Indonesia. Under Law No. 13 of 2003 on Labor emphasized that vocational training programs should refer to job competence standards. Furthermore, Government Regulation No. 31 Year 2006 on the National Vocational Training System reiterated that training and certification of labor should refer to the National Competence Indonesia, International Labor Standards and the Standards of Competence Special Competence. Public awareness of the higher will need the National Competence Indonesia for all sectors of industry and business field as a reference in improving the quality of human resources, is a challenge that is not easy and needs to be realized in order to meet the needs of the industry / business. Preparation of Standard Skills in the past has been initiated by the respective departments / sectors and business field, but at that time not well coordinated, so that each sector enforces skill standards for the sector. It is difficult for us to know which standard is actually a national consensus and recognized nationally.

The enactment of new laws and a manifestation of the desire of all parties, to improve the quality and productivity of Indonesian human resources, it is time for Indonesia to have Indonesian National Work Competence Standards applicable and recognized nationally and internationally. In connection with these two guidelines procedures for preparation of the National Competence Indonesia is complete and follow up the implementation of the Regulation of the Minister of Manpower and Transmigration Republic of Indonesia Number 21 of 2007 and thereafter to be used by various stakeholders in designing and preparing work competency standards in accordance with the needs of development Human Resources in each sector.

Research Methodology

The methodology chosen for this research is Research and Development, Research and Development is a method of choice because it has a more complex process in the stage-the stage that can accommodate diverse interests of this study (Borg 1989: 784-785). The program developed a product associated with the training of teaching technology that requires justification in the learning process. Consequently researcher takes a long time to read many books and theories, visits and conduct focus group discussion to the various parties and get into the classroom to provide technical orientation in order to feel and find various facts and circumstances of delivery and response program technical orientation education teacher children early age. Methods of Research and Development requires a process and requires a strong spirit, persistence, deep and critical observations, as well as long patience in producing variety of creative ideas.

Program technical orientation of teachers of early childhood education in the Department of West Sumatra province is one of design teaching technology that requires an appropriate methodology as a vehicle (vehicle) for a research interest holistic with a series of processes that must be undertaken with a
structured, planned and controlled. It is then determined for the region and the steps of this research work into ten stages, guided by the Research and Development developed Borg and Gall with the translation as follows (Borg 1989: 775).

Figure 1 Research and Development Steps

<table>
<thead>
<tr>
<th>Steps of Research and Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; Information Collecting</td>
</tr>
<tr>
<td>Planning</td>
</tr>
<tr>
<td>Develop Preliminary form of Product</td>
</tr>
<tr>
<td>Field testing &amp; Product Revision</td>
</tr>
<tr>
<td>Final Product Revision</td>
</tr>
<tr>
<td>Dissemination &amp; Implementation</td>
</tr>
</tbody>
</table>

The steps of research and development. Explanation of each stage is as follows:

The first phase, gather information (research and collecting information). In this research study related technical information about the orientation program of early childhood education teacher who has been held by the Office of West Sumatra province.

The second phase, the planning (planning), which in this study conducted a series of literature review and theory (Literature), a discussion with the Head of Education West Sumatra. Head of early childhood education, undertaking the program, Head of early childhood education in the official City regencies in West Sumatra. Then get the findings, consensus, propositions, and generalization to understand of the materials program technical orientation of teachers of early childhood education that is suitable given to teachers and managers of early childhood education, focus group discussions with the head of the field of early childhood education Provincial Office, the head of the field of early childhood education, City/County, principals and teachers of early childhood education.

The third stage, to develop a program (develop a preliminary form of the product) in this research is the design of the program associated with the preparation of the technical orientation concerning the materials, processes and evaluation by socializing in the form of a discussion with the provincial education department and the head of the field of early childhood education, the province the head the field of early childhood education, city/county.

The fourth stage, had previously, been conducted limited test, then developed a measuring instrument in accordance with the orientation program technically developed, calibrated and then the test are limited in the field (preliminary field testing) to justify programs developed in this study combined with action research method using two rounds of the cycle, namely through the initial phase (initiation), the discovery phase (detection), and the phases of the decision (judgment). (Schmuck 1996: 50-52)
The fifth stage, on stage to five revisions (main product revision) do focus group interviews consisting of the head of the field of early childhood education, technical orientation program instructor test site. After the final program effectiveness trial conducted technical orientation program for early childhood education teacher one round in the Office of West Sumatra province.

The sixth stage, a broad diffusion in this study at the macro socialization is not done because of limited funds, time, and the team.

While Borg and Gall in Semiawan developing Research and Development into three cycles, namely (1) cycle studies, (2) evaluation cycle, and (3) the development cycle through the six stages of the appropriate methods of research and development through regional mapping and operational measures as contained in the following chart (Semiawan 2007: 181-187).

**Figure 2. Cycle of Research and Development**

![Cycle of Research and Development](image)
As for the details as follows:

First the first cycle of the three cycles of Research and Development will be conducted a series of studies which consists of two phases.

The first phase of collecting information (research and information collection), related to the study of literature concerning the theoretical program of technical orientation of teachers of early childhood education and other current issues in the field of the training program. Of theory and the study of other cutting-edge issues have formed the technical orientation of the study design such as the following figure below:

Figure 3. Study Technical Orientation Design

![Diagram of Study Technical Orientation Design]

The second phase, the planning (planning), which in this study conducted a series of studies on Standards of Early Childhood Education, Competence manager of early childhood education, competence of teachers of early childhood education, insight into early childhood education, which then get the findings, consensus, propositions, and generalization to understand through observation, interviews, discussions, and focus group discussion.

Cycle II Conducting Evaluation with through two stages as follow:

The third phase, a development concept mapping program material applied in the form of technical orientation. Subsequently developed a draft program of technical orientation of teachers of early childhood education and the results of the study each stage.
The concept of technical orientation program for early childhood education teacher study results is ready to be developed syllabus and Technical Teachers Matter Orientatation early childhood education

The fourth stage, Developing Instruments measured, calibrated and tested a limited field (preliminary field testing) to look at the suitability of the material in the field, especially observing the knowledge of teachers of early childhood education on early childhood education, teacher competence early childhood education, standard of education of children early age and insights early childhood education in this study combined with the method of action research in order to justify a program developed to see how far the significance of the program with the technical orientation of teachers of early childhood education by using one cycle round the course, through a series of phases, namely phase beginning (initiation), the discovery phase (observations) and the phases of the decision (Judgment). This method is very helpful making adjustments as soon as possible in the event of a change in the object under study.

Cycle III is a development consisting of two stages:

The fifth stage, improvement and refinement of programs that have been tested on a limited basis. And improvement of this program will produce a program as a pilot study that is ready to be developed and replicated. The sixth stage, a program ready to transfer.
Discussion

The first phase is gathering information (research and collecting information). In this research study related technical information about the orientation program of early childhood education teacher who has been held by the Office of West Sumatra province. In the process of technical orientation conducted by observation of material given to the participants related to the information policy, the basic concept, child development, physical development and child nutrition, early childhood education curriculum. Basically the implementation of technical orientation in terms of material is sufficient, but the material is not tiered and sustainable. Then, there was no ongoing training and orientation stages. It is an obstacle in the field. From the visitation to the area of the Sungai Rumbai Dharmasraya gets feedback and information, that the training will be carried out not announced publicly and only a few schools are getting information, so getting the opportunity to follow the orientation of the only teachers of certain and sometimes that is familiar and close to the district offices. Sijunjung area, Sawahlunto, Solok, Solok Selatan, Padang Panjang, Pariaman, Agam, Lubuk Sikaping, Pasaman, Payakumbuh and Fifty Cities can be the same information that the implementation of the training organized by the Department of Education of West Sumatra is uneven and is not tiered. This suggests that the absence of a system of programmed orientation and well structured.

Data related to the implementation of technical orientation prove that the material given to the participants who followed no raw materials, and even if carried out frequently recurring material. This makes the ability of participants technical orientation does not appear to progress, because the material provided is the same in each period.

The second phase, the planning, which in this study conducted a series of literature review and theory (Literature), a discussion with the Head of Education Sumatra West, Head of early childhood education, undertaking the program, Head of early childhood education in the official City-regencies in West Sumatra. Then, obtaining, the findings, consensus, propositions, and generalization to understand of the materials program technical orientation of teachers of early childhood education that is suitable given to teachers and managers of early childhood education, focus group discussions with the head of the field of early childhood education Provincial Office, the head of the field of early childhood education, City/County, principals and teachers of early childhood education. Results Discussion with policy makers, especially the head of the early childhood education field both in the city, county and head of early childhood education, Education Department of West Sumatra Province Drs. Joni Nurdin. MM stated that the orientation program is not programmed material and there is never a matter of evaluation. The existence of technical research model development orientation has become very important and hope can be used as a reference in any technical orientation or teachers of early childhood education in the future.

The third stage, to develop a program (develop a preliminary form of the product) in this research is the design of the program associated with the preparation of the technical orientation concerning the materials, processes and evaluation by socializing in the form of a discussion with the provincial education
department and the head of the field of early childhood education, the province, the head the field of early childhood education, city / county.

The fourth stage has already conducted a preliminary study on the professionalism of teachers of early childhood education in the city of Padang. The results showed that the pedagogic competence, personal competence, social competence, and professional competence of teachers still have emphasized development. In particular, pedagogical competence of teachers is still not evenly understanding of science to children aged and professional competence related to the ability of teachers to create lesson plans semi-annual, monthly, weekly, daily, teaching materials and assessment is still low ability.

2. Development of Pedagogic Competence and competency Professionals

Pedagogic Competence development and professional competence of teachers of early childhood education in the study entered the fifth stage, the stage of the five revisions (main product revision). Collecting information from the field and from discussions with the teacher as well as policy makers, especially the head of the field of early childhood education in the city / county and also the head of the field of early childhood education at the Education Office of West Sumatra province.

Competence of Early Childhood Education Teacher

Competence of teachers includes pedagogical competence, personal competence, social competence, and professional competence acquired through technical orientation of teachers of early childhood education. Competencies to be developed for early childhood education teachers through technical orientation is especially pedagogical competence and professional competence. Personality and social competence does not mean unimportant, but can be developed through activities implicitly.

The above fourth competence is holistic and integrative in teacher performance. Therefore, the full figure of teacher competence include (a) the introduction of learners in depth; (b) mastery of both fields of study disciplines (disciplinary content) as well as teaching material in school curriculum (pedagogical content); (c) implementation of educational learning which includes planning and implementation of learning, evaluation processes and learning outcomes, as well as follow-up to the improvement and enrichment; and (d) the development of personality and professionalism on an ongoing basis.

Article 7 paragraph (1) of the Law of the Republic of Indonesia Number 14 of 2005 states that the profession of teachers and lecturers profession is a field of specialized work carried out by the following principles: has the talent, interest, call the soul, and idealism: is committed to improving the quality of education, faith, piety, and noble character; have academic qualifications and educational background in accordance with the task; have the necessary competence in accordance with the task; it has responsibility for the implementation of the tasks of professionalism; earn income determined in accordance with job performance;
have the opportunity to develop in a sustainable manner with professionalism; lifelong learning; have legal protection in carrying out the task of professionalism; and has a professional organization that has the authority to regulate matters relating to the duties of professionalism of teachers.

It is a professional occupation or activity carried out by a person's life and a source of income that requires expertise, skills, or skills that meet certain quality standards or norms and require professional education. Teachers as professionals implies that the teacher's job can only be done by someone who has the academic qualifications, competence, and a teacher's certificate in accordance with the requirements for each type and level of education.

In carrying out the duties professionalism, teachers are obliged: Planning for learning, implementing the learning process quality, as well as assessing and evaluating learning outcomes; Improving and developing academic qualifications and competence on an ongoing basis in line with developments in science, technology, and art; Acting objective and non-discriminatory on the basis of gender, religion, ethnicity, race, and certain physical conditions, or family background, and socioeconomic status of students in learning; Upholding the legislation, legal, and ethical codes of teachers; as well as religious values and ethics; and Maintain and foster national unity.

Figure 5. The Formulation Parameters Technical Qualifications Orientation

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Activity</th>
<th>Parameters</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Conducting:</td>
<td>Feed back</td>
<td>- The activities according to the direction</td>
</tr>
<tr>
<td></td>
<td>- limited scope</td>
<td>- Using the limited knowledge</td>
<td>- Under the direct supervision</td>
</tr>
<tr>
<td></td>
<td>- Repetitive and familiar</td>
<td>- Does not require new ideas</td>
<td>- No responsibility for the work of others</td>
</tr>
<tr>
<td></td>
<td>- In the context of limited</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Conducting:</td>
<td>- using knowledge</td>
<td>- The activities according to the direction</td>
</tr>
<tr>
<td></td>
<td>Rather broad scope</td>
<td>basic operations</td>
<td>Under the indirect supervision and quality control</td>
</tr>
<tr>
<td></td>
<td>Established and familiar</td>
<td>Utilizing the information available</td>
<td>Has limited responsibility for the quantity and quality</td>
</tr>
<tr>
<td></td>
<td>With choices limited</td>
<td>Applying the problem solving is standard</td>
<td>Can be given the responsibility of guiding others</td>
</tr>
<tr>
<td></td>
<td>for a number of routine responses</td>
<td>Requires little new ideas</td>
<td></td>
</tr>
</tbody>
</table>

109
| III | - Conducting:  
|     | - Broad in scope and require skill that is standard  
|     | - With the choices of a number of procedures  
|     | - In a number of familiar context  
|     | - Using knowledge of relevant theoretical knowledge  
|     | - Interpret information available  
|     | - Using the calculations and considerations  
|     | - Implemented a number of problem-solving is standard  
|     | - In accordance with the directives on the activities of limited autonomy  
|     | - Under the indirect supervision and quality inspection  
|     | - Responsible for adequately on the quantity and quality of work  
|     | - May be given responsibility for the work of others  
| IV | - Activities:  
|     | - Broad in scope and require skill and specific reasoning  
|     | - With many choices on the number of procedures  
|     | - In various contexts familiar and unusual  
|     | - Using a broad knowledge base by linking a number of theoretical concepts  
|     | - Interpret analysis of available data  
|     | - Making a number of innovative problem solving to the problems of concrete and sometimes unusual  
|     | - Against the planned activities themselves  
|     | - Under the guidance and evaluation of extensive  
|     | - Fully responsible for the quality and the quality of work  
|     | - May be given responsibility for the quality and the quality of the work of others  
|     | - do:  
|     | - Self-directed activities and sometimes give direction to others  
|     | - With guidelines or flung-the broad public  
|     | - Activities requiring full responsibility both the nature, quantity and quality of work  
|     | - May be given responsibility for the achievement of the group's work  
| V  | - Activities:  
|     | - In the broad scope and skill require special technical reasoning (specialization)  
|     | - With the choices very wide to a number of standard procedures and non-standard  
|     | - Which requires a lot of options standard and non-standard procedures  
|     | - Applying a broad knowledge base with sufficient depth in some areas  
|     | - Creating an analytic interpretation of the amount of data available that has a broad scope  
|     | - Determines methods and procedures are effective in solving a number of problems that concrete containing  
|     | - do:  
|     | - Self-directed activities and sometimes give direction to others  
|     | - With guidelines or flung-the broad public  
|     | - Activities requiring full responsibility both the nature, quantity and quality of work  
|     | - May be given responsibility for the achievement of the group's work  

### Figure 6. Qualification Materials of Technical Orientation

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Subject</th>
<th>Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Child Development and Growth</td>
<td>Participants Understanding early childhood growth and development, Understanding aspects of early childhood development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participants Understanding Itself olds Early, Early childhood characteristics</td>
</tr>
<tr>
<td>II</td>
<td>Basic of Early Childhood Education Concept</td>
<td>Participants understand aspects of early childhood growth and development, Understanding aspects of early childhood development</td>
</tr>
</tbody>
</table>
### Participants Understanding the Basics

<table>
<thead>
<tr>
<th>Curriculuni Early Childhood, Education Planning, Instructional Materials, Assessment and worksheets children</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>III</th>
<th>Workshop</th>
<th>Participants are able to make learning device. Semester Plan, Monthly, Weekly 'and Plan Daily Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>Conducting</td>
<td>Participants are able to apply any learning tools are made and in practice in the field</td>
</tr>
<tr>
<td>V</td>
<td>Developmental Children Observation</td>
<td>Participants may make observations of child development</td>
</tr>
<tr>
<td>VI</td>
<td>Evaluation</td>
<td>Participants can evaluate learning outcomes using applied learning tools</td>
</tr>
</tbody>
</table>

### Conclusions

Early childhood education is an education that determines the next stage of the educational process, it is a concern of all parties in order to better prepare for the development of early childhood education in every area, especially in West Sumatra. Readiness to be built is the readiness of human resources in this case is a teacher. Teachers become the spearhead of the success of early childhood education. Through this study are expected of teachers have pedagogic competence, personal competence, social competence and professional competence.

Competency of teachers in West Sumatra could be developed through technical orientation organized by the Education Office of West Sumatra are tiered and sustainable Orientation Model Technical generated through this research competitive grants. Competence developed is related to teachers' knowledge of child development, basic concepts of early childhood education, and the ability of teachers to create learning tools in the form of semi-annual plan, monthly plan, weekly and most importantly is a daily activity plan. Through the qualification framework and clear the stages of start qualifying I to VI with the first material until the material six, a teacher must have the qualifications I to VI.

### Suggestion

Specific advice to teachers of early childhood education should continue to develop pedagogical, personality, social, and technical professionals through orientation activities organized by the Provincial Education Department, and local
City / County. To the head of the Department of Education both, provincial and local levels to organize technical orientation stages, programmed and structured so that the competence of teachers of early childhood education evenly, and the recruitment of teachers must be in accordance with their competence and carried out by rotating and obviously that did not happen over and teachers who attended the orientation. To the chairman of the organization of early childhood education to continue to control the development of competence of teachers of early childhood education, so that seems a significant change in the managing ability and competency of the teacher.

Reference


Peraturan Pemerintah Nomor 19 tahun 2005 tentang Standar Nasional Pendidikan (SNP)

Peraturan Menteri Pendidikan Nasional Nomor 58 tahun 2009 tentang Standar Pendidikan Anak Usia Dini


Undang-undang No.20 tahun 2003 tentang Sistem Pendidikan Nasional

Undang-Undang Republik Indonesia nomor 14 tahun 2005 tentang Guru dan Dosen