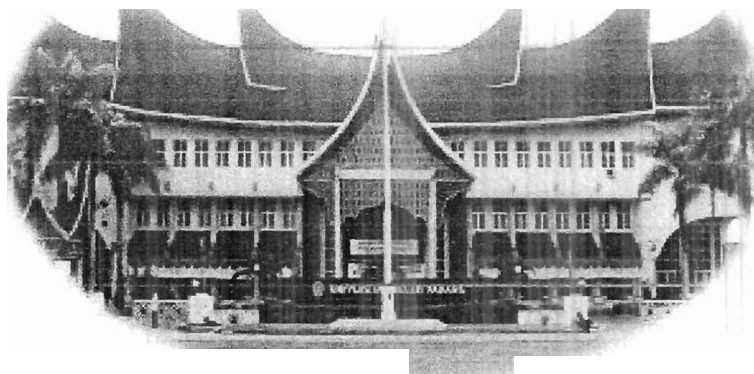


Proceeding

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



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PREFACE

Dr. Alwen Bentri, M.Pd.
Dean Faculty of Education and Science
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 2025 in Southeast Asia.

Early Childhood Education Conference is very useful for many people, especially for child educators, academics, researchers and students. In this conference will be discussed 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

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COMPETENCE DEVELOPMENT OF EARLY CHILDHOOD EDUCATION TEACHERS BASED ON TECHNICAL ORIENTATION

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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 Tengah 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 Tengah 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 a 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

Steps of Research and Development
Research & Information Collecting
Planning
Develop Preliminary form of Product
Field testing & Product Revision
Final Product Revision
Dissemination & Implementation

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.

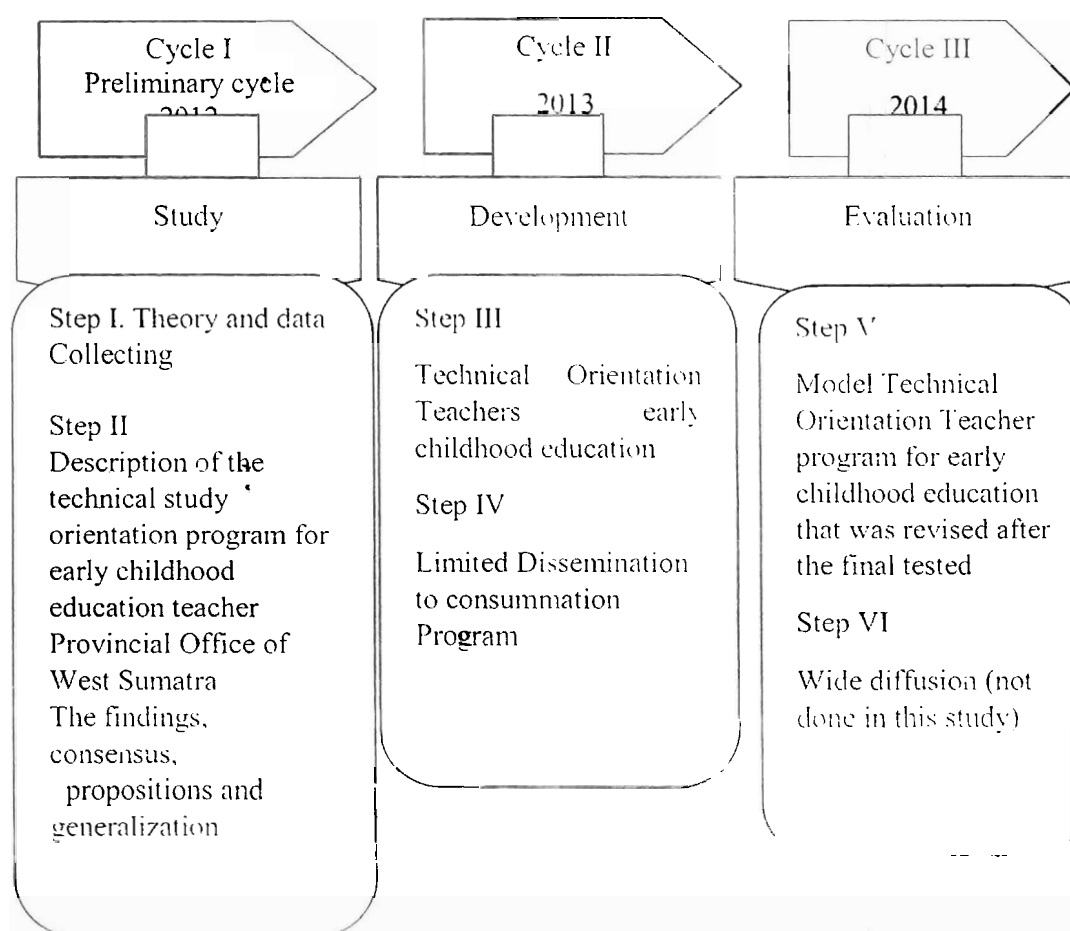
The fourth stage, had previously, been conducted limited test. then developed a measuring instrument in accordance with the orientation program technically developed. calibrated and then the test are limited in the field (preliminary field testing) to justify programs developed in this study combined 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

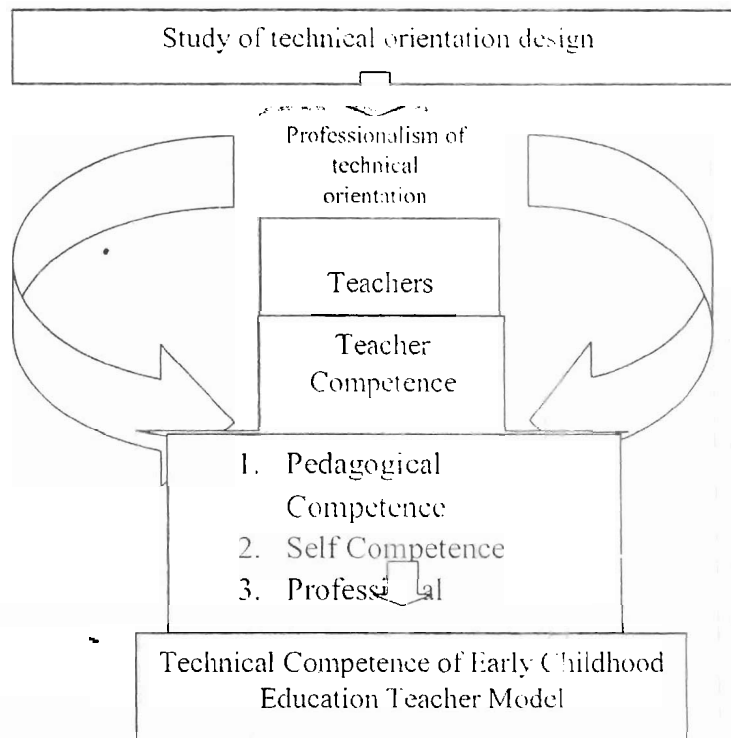


As for the details as follows:

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

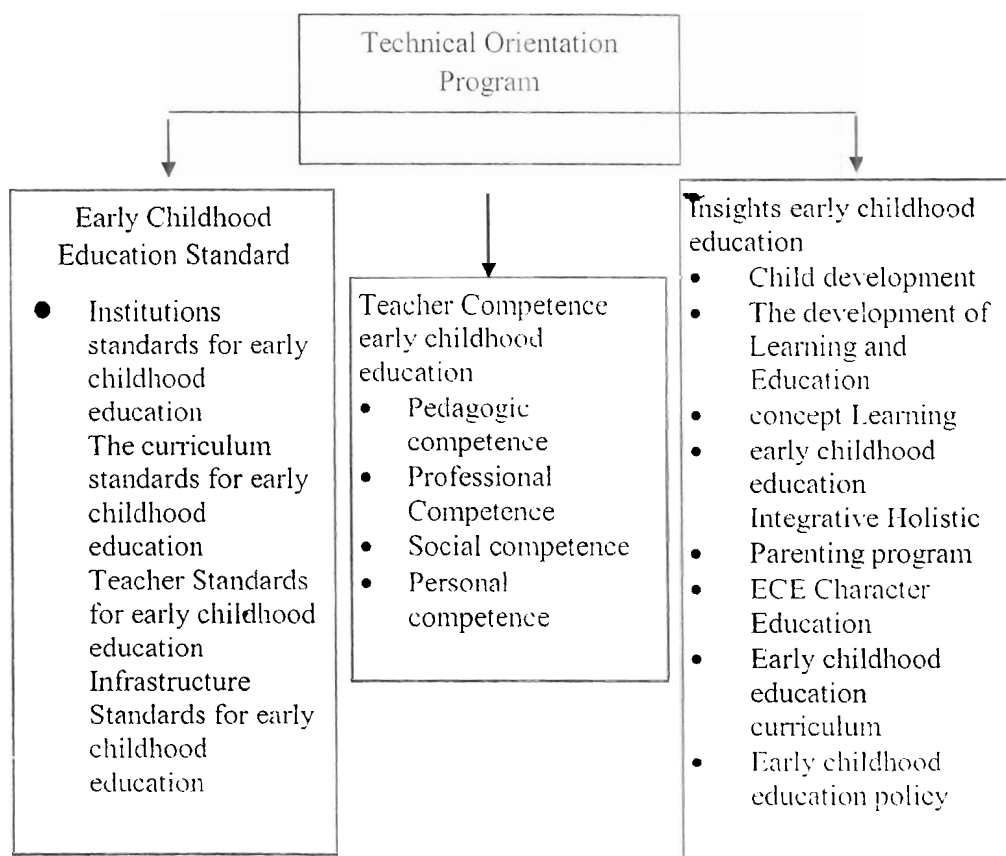


The second phase, the planning (planning), which in this study conducted a series of studies on Standards of Early Childhood Education, Competence manager of early childhood education, competence of teachers of early childhood education, insight into early childhood education, which then get the findings, 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.

Figure.4. Technical Orientation Program



The concept of technical orientation program for early childhood education teacher study results is ready to be developed syllabus and Technical Teachers Matter Orientation 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 (detection) 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, tiered 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 on 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

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

III	<ul style="list-style-type: none"> - Conducting: - Broad in scope and require skill that is standard - With the choices of a number of procedures - In a number of familiar context 	<ul style="list-style-type: none"> - Using knowledge of relevant theoretical knowledge - Interpret information available - Using the calculations and considerations - Implemented a number of problem-solving is standard 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Activities: - Broad in scope and require skill and specific reasoning - With many choices on the number of procedures - In various contexts familiar and unusual 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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
V	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - do: - Self-directed activities and sometimes give direction to others - With guidelines or fung-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

	- In the context of routine and non-routine	theoretical elements	
VI	<ul style="list-style-type: none"> - Activities: - In a very broad scope and requires specialized technical reasoning skills - With the choices very wide to a number of standard procedures and non-standard and non-standard combination of procedures - In the context of routine and non-routine changing very sharp 	<ul style="list-style-type: none"> - Using a special in-depth knowledge in several fields - Analyzing, mem-up and evaluate the information that is broad in scope - Formulate measures appropriate solutions, for both concrete and abstract problems 	<ul style="list-style-type: none"> - implement: - Management activity / process activities - With the broad parameters for the activities that have been specified - Activities with full accountability for determining and achieving personal work or group - May be given responsibility for the achievement of the organization's work

Figure.6. Qualification Materials of Technical Orientation

Qualification	Subject	Competence
I	Child Development and Growth	<p>Participants Understanding early childhood growth and development, Understanding aspects of early childhood development</p> <p>Participants Understanding Itself olds Early, Early childhood characteristics</p>
	Basic of Early Childhood Education Concept	
II	Basic of Early Childhood Education Concept	<p>Participants understand aspects karakte</p> <p>Participants Understanding early childhood growth and development, Understanding aspects of early childhood development</p>

	Early Childhood Learning Concept	Participants Understanding the Basics curriculum Early Childhood, Education Planning, Instructional Materials, Assessment and worksheets children
III	Workshop	Participants are able to make learning device. Semester Plan, Monthly, Weekly and Plan Daily Activities
IV	Conducting	Participants are able to apply any learning tools are made and in practice in the field
V	Developmental Children Observation	Participants may make observations of child development
VI	Evaluation	Participants can evaluate learning outcomes using applied learning tools

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.

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