

# 9. Karya Ilmiah \_ THE HUMAN RESOURCES PROFIL OF EARLY CHILDHOOD

*by* Endang Rini

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**1**  
**THE HUMAN RESOURCE PROFILE OF EARLY CHILDHOOD EDUCATION (PAUD)  
TEACHER FOR MOTORIC ASPECT OF EARLY CHILDHOOD CHILDREN**

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**Abstract**

This study aims to determine the profile of early childhood teacher resources for the Development of Motor Aspects in Early Childhood Education in Sleman Regency. The subjects in this study were early childhood teachers who are 210 members of the Himpaudi organization in Sleman Regency. In this study, the samples used are 60 subjects taken by purposive sampling technique which are samples taken from the groups that have been determined or that are available. The data were collected by questionnaire and interview. The implementation of this research was conducted in February 20, 2013. The method used in this research is descriptive percentage, by survey and interview techniques. The results show that: (1) 100% of early childhood teacher profile in Sleman Regency is female, (2) 67% the education level of early childhood teacher resources in Sleman is mostly educated in high school/ equivalent, (3) 63% profile of the early childhood teacher in Sleman Regency has other occupancy as a farmer / laborer / jobless.

**Keywords:** profile, early childhood education teacher, sleman regency

**INTRODUCTION**

Early childhood is a golden period in the development of child whose the success will determine the quality of a child in his or her adult life. Montessori (Crain, William, 2007) calls it the period of sensitivity (sensitive period). The use of this term is not without any reason, nowadays, all aspects of the development in early childhood are entering very sensitive period or stage. That is, if this stage can be optimized by providing a variety of productive stimulating, the development of children in adulthood will also last productively. Some terms are also often given to early childhood, such as the name given from parents who call this the difficult age and the toy age, psychologists call it the exploration group age, age of asking, imitating age, creative age (Elizabeth B. Hurlock, 1992). To provide a range of productive stimulation in early childhood is highly dependent on the surrounding environment, such as human resources that can guide and educate early childhood development in the golden age.

This is in accordance with Fraustino Cardoso Gomes (1997), "Human resources in an organization or company need to be managed professionally in order to realize a balance between the needs of employees with the company's organizational capability demands. Human resources can function properly, if managed professionally. Some of them are by the training and development of employees or personnel involved in the organization, for example early childhood education (PAUD) teacher resources in Yogyakarta. Human resources are the result of their minds with the knowledge and experience gathered by following levels of formal and non-formal education, formal education gained through school from elementary school to higher education, while the non-formal education acquired through courses, upgrading, training, and development to improve all the potencies of humans. The development of motoric aspect in early childhood is very dependent at all on early childhood teachers in play group and parents or caregiver at home, that is why the quality of early childhood teacher resources becomes a very important factor in a child's physical development effort.

The Development of motor aspects can be done in physical activity that are selected and adjusted to the needs of the characteristics of physical development needed by childhood. The early childhood education should be able to accommodate the desire of child movement, so the need for physical education learning process is organized and structured for children. How the profile of early childhood education teacher resource for motoric aspect development of early childhood in Sleman Regency is.

## RESEARCH METHOD

This study is a descriptive study with survey method, intends to find out about early childhood teacher resource profile for the development of motor aspects in early childhood in Sleman Regency. Suharsimi Arikunto (2010) states that descriptive research is research that is not intended to test the hypothesis but only describes it as it is on a variable, symptom, or circumstance.

The population in this study was all early childhood teachers in the Sleman Regency that are still active teaching, amounting to 210 people. In this study, the sample used is the 60 subjects taken by purposive sampling technique in which the samples are taken from the group that has been determined or available. This means that sampling technique is based on certain considerations (Arikunto, 2010). The criteria of the study samples as follows: (1) early childhood education teacher in Himpaudi group in Sleman Regency (2) have a minimum one year work experience, (3) invited in PAUD socialization in the Department of Education of Department Education, Youth, and Sport of Sleman Regency.

The data in this study were collected using a questionnaire and interview containing questions that seek to identify about resource profile of early childhood teachers for motor aspect development in early childhood in Sleman. The validation process of measuring instruments uses content validity test related to the ability of instrument to measure the content (concepts) to be measured. This process uses 3 lecturers teaching the subjects of motor development.

## RESEARCH RESULTS AND DISCUSSION

### Research Result

The research was conducted in Yogyakarta on February 20, 2013, the data were taken from the entire early childhood teacher resources including: gender, education, employment, and the level of training, the amount of training, publication and socialization. The material content covers early childhood development, early childhood learning concepts and related interviews with the motor aspects of development. Here are the presented data one by one from each component:

#### 1. Gender Data

Based on the research result data, it can be inferred about the gender of the early childhood teacher in Sleman Regency as follows:

**Table 1. Gender Frequency List of Early Childhood Education Teacher in Sleman**

No.	Gender	Amount
1.	Male	0
2.	Female	60
	<b>Total</b>	60

#### 2. Education Level Data

Based on the research result data, it can be described about education level of the early childhood teacher in Sleman Regency as follows:

**Table 2. Figure of Education Level of Early Childhood Education Teacher in Sleman**

No.	Education Level	Amount
1.	Junior High School	6
2.	High School	40
3.	Diploma	7
4.	Bachelor	7
	<b>Total</b>	60

#### 3. The Data of Other Job Beside as Early Childhood Education Teacher

Based on the research result data, it can be shown the other job besides being PAUD teacher in Sleman Regency as follows:

**Table 3. The Data of Other Job Beside as Early Childhood Education Teacher in Sleman Regency**

No.	Kind of Job	Amount
1.	Farmer/ Jobless	37
2.	Entrepreneur	12
3.	Civil Servant/ Army/ Police	1
4.	Employee	9
5.	Student	1
	<b>Total</b>	60

**4. PAUD Teacher Status**

Based on the research result data, it can be inferred about the status of the PAUD teachers in Sleman Regency as follows:

**Table 4. The List of Status Frequency of PAUD Teacher Resource in Sleman Regency**

No.	Type of Job	Amount
1.	Employee of Foundation	5
2.	Honorary	5
3.	Participant	49
4.	Student	1
	<b>Total</b>	60

**5. PAUD Teacher Understanding towards Development and Improvement Policy of PAUD 2003**

Based on the research result, it can be implied that PAUD Teacher Understanding towards Development and Improvement Policy of PAUD 2003 in Sleman Regency is as follows:

**Table 5. The Frequency of PAUD Teacher Understanding towards Development and Improvement Policy of PAUD 2003**

No.	PAUD Teacher Understanding	Amount
1.	Understand	40
2.	Less Understand	20
	<b>Total</b>	60

**6. The Frequency of PAUD Teacher Following Publication and Socialization of PAUD Development**

Based on the research result, it can be implied that PAUD Teacher Frequency of Following Publication and Socialization of PAUD Development in Sleman Regency is as follows:

**Table 6. The List of The Frequency of PAUD Teacher Following Publication and Socialization of PAUD Development**

No.	Following Publication and Socialization	Amount
1.	Once	39
2.	Twice	14
3.	Three Times	2
4.	More than Three Times	5
5.	<b>Jumlah</b>	60

**7. The Level of Publication and Socialization of PAUD Followed by the PAUD Teachers**

Based on the research result, it can be described that the level of publication and socialization of PAUD Development in Sleman Regency is as follows:

Table 7. Frequency List of Level of Publication and Socialization of PAUD Followed by the PAUD Teachers

No.	Level of Publication and Socialization	Amount
1.	Never	5
2.	Sub-District	20
3.	District/ Regency	27
4.	Province	5
5.	National	3
	<b>Total</b>	60

**8. The Understanding of Material of PAUD Teacher about PAUD Development in Sleman Regency**

Based on the research result, it can be described that the material understanding of PAUD Teacher Development in Sleman Regency is as follows:

Table 8. Frequency List of Material Understanding of PAUD Teachers in Sleman Regency

No.	The Understanding Level	Amount
1.	Master	45
2.	Less Master	12
3.	Do not master	3
	<b>Total</b>	60

**9. The Mastery Level of PAUD Teacher about the PAUD Development in Sleman**

Based on the research result, it can be described that the level of material understanding of PAUD Teacher Development in Sleman Regency is as follows:

Table 9. Frequency List of Mastery Level of Understanding of PAUD Teachers in Sleman Regency

No.	Level of Mastery	Amount
1.	Master	50
2.	Less Master	6
3.	Do not master	4
	<b>Total</b>	60

**10. Design the Development of Material Content of PAUD Teachers about the Development of PAUD in Sleman Regency**

Based on the research result, therefore, it can be inferred that Design the Development of Material Content of PAUD Teachers about the Development of PAUD in Sleman Regency is as follows:

**Table 10. the Frequency List of Design the Development of Material Content of PAUD Teachers about the Development of PAUD**

No.	Material Content Mastery Level	Amount
1.	Master	40
2.	Less master	12
3.	Do not master	8
	<b>Total</b>	60

**11. Understand/ Master the Learning Concept of PAUD Learning**

Based on the research result, therefore, it can be inferred that the understanding/mastery of the learning concept of PAUD Learning is as follows:

**Table 11. Understand/ Master the Learning Concept of PAUD Learning**

No.	Understand/ Master the Learning Concept of PAUD Learning	Amount
1.	Master	38
2.	Less Master	15
3.	Do not master	7
	<b>Total</b>	60

**12. Understand/ Master APE (Educative Game Equipment)**

Based on the research result, therefore, it can be described that the understanding/mastery of using educative game equipment is as follows:

**Table 12. Understand/ Master APE (Educative Game Equipment)**

No.	Understand/ Master APE (Educative Game Equipment)	Amount
1.	Master	40
2.	Less Master	17
3.	Do not master	3
	<b>Total</b>	60

**13. Understand/ master the gymnastic package of PAUD**

Based on the research result, therefore, it can be described that the understanding/mastery of mastery of gymnastic package is as follows:

**Table 13. Understand/ master the gymnastic package of PAUD**

No.	Understand/ master the gymnastic package of PAUD	Amount
1.	Master	35
2.	Less Master	20
3.	Do not master	5
	<b>Total</b>	60

**14. Implying the Content Development of PAUD Learning**

Based on the research result, therefore, it can be described that Implying the Content Development of PAUD Learning is as follows:



**Table 14. Implying the Content Development of PAUD Learning**

No.	Implying the Content Development of PAUD Learning	Amount
1.	Master	30
2.	Less Master	27
3.	Do not master	3
	<b>Total</b>	60

## **DISCUSSION**

Based on the results of early childhood teacher resource profile in Sleman, all respondents are women (100%), so it is necessary that early childhood teachers needs men to prevent gender bias in children's education from an early age. Besides, the presence of early childhood teachers both men and women and to foster the role of types in children from an early age.

Judging from the level of education in Sleman Regency, most early childhood teachers resources for 67% have high school education level or equivalent, so it needs a lot of training to early childhood teachers knowledge resources in Sleman district to make them have wider knowledge relating to Early Childhood Education Learning.

Seen from the type of work other than as early childhood teachers in Sleman, it shows 63% that they are farmers / laborers / do not work (jobless). From these results, the researcher indicates that early childhood teachers in the district of Sleman are majority as farmers, there are workers in the factory or the company and are not working (housewife) that require support from the surrounding environment so that the process of early childhood education can be run and have a good quality of education.

Regarding the status of early childhood teachers in Sleman district, it can be shown that 82% of the teachers are casual employees / participants. From these results, it indicates that the status of early childhood teachers in Sleman Regency is dominated by housewives and some students, so that it is necessary to conduct continous development in order to master learning material and content of early childhood education which can be in accordance with the growth and development of children.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Based on the research result and the dicussion above, it can be formulated as follows:

- 1) 100 % teacher profile of Early Childhood Education in Sleman Regency is female.
- 2) 67 % profile of teacher resource education level of PAUD in Sleman Regency is high school or equivalent.
- 3) 63% profile of other occupancy beside as PAUD teachers is as farmers or laborers or even jobless.

### **Suggestion**

Based on the elaborated conclusion, the proposed suggestions can be as follows:

- 1) From the results of this research, the level of education early childhood teachers in Sleman Regency is in high school / equivalent level, so the need to support relevant agencies to early childhood teachers in Sleman Regency can improve the quality of education, for example through further study scholarships, and training that can add knowledges into early childhood teachers.
- 2) In the research, seen from just the point of view of PAUD teachers, there are other sides that can be revealed from the research results.
- 3) There needs to conduct relevant studies with broader scope, for instance, in province level so that the level of PAUD teachers in Yogyakarta Special Region can be figured out.

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