

KINDERGARTEN TEACHER PROFESSIONAL DEVELOPMENT WITH INDIGENOUS

By: Nelva Rolina¹
nelva_rolina@uny.ac.id
Nelva_fipuny@yahoo.co.id

ABSTRACT

Kindergarten teacher professional development is an important thing in education world. One way of kindergarten teacher professional development, apply the indigenous.

As the professional teacher in kindergarten (in Indonesia), every people who is being a kindergarten teacher, must have three abilities such as *cipta*, *karya*, and *karsa*. The abilities as the indigenous will bring a change in instructional process at kindergarten. A change is an increase of student achievement. *Cipta* means that professional teacher in kindergarten have good ability in cognitive aspect. Its mean that they can develop and create some things which can repair an instructional process to increase the student achievement. Furthermore, *karya* means that professional teacher in kindergarten have good ability in psychomotor aspect. Its mean that they can apply what they think (develop and create) in cognitive aspect. And the last, *karsa* means that professional teacher in kindergarten have good ability in affective aspect such as soft skill.

In summary, kindergarten teacher professional development can use the indigenous. Teacher can make student to have Indonesian society character (smart, moralist, and spiritualist) with three abilities as the indigenous in instructional process.

Key words: kindergarten teacher, indigenous

PREFACE

In education world, kindergarten teacher professional development is an important thing. Kindergarten teacher can be developed with various ways. One way of kindergarten teacher professional development, apply the indigenous. Indigenous is more than just native culture. It's about a character too. Indonesian society character is unique and specific, such as smart, moralist, and spiritualist. Teacher professional in kindergarten (in Indonesia) must have all of the character because they are a model for their student. In addition, they have to transfer it to their student with Indonesian way which is called indigenous. As the professional teacher in kindergarten (in Indonesia), every people who is being a kindergarten teacher, must have three abilities such as *cipta*, *karya*, and *karsa*. The three abilities are created by the education founding father in Indonesia: Ki Hajar Dewantara. Nowadays, three abilities by Ki Hajar Dewantara are included in the education constitution (in Indonesia).

¹ Lecture at Yogyakarta State University, Indonesia
Email: Nelva_fipuny@yahoo.co.id

Furthermore, Departemen Pendidikan dan Kebudayaan (1980) said that professional kindergarten teacher must have three abilities such as knowledge, performance, and attitude (S.N. Sukmadinata, 2004). With the other word, the three abilities are aspect of cognitive, affective, and psychomotor. Sri Rumini, et.al (1993) told that three aspects of abilities come from the different expert person. Cognitive aspect was developed by Bloom, psychomotor aspect was developed by Simpson, and affective aspect was developed by Krathwohl. Moreover, Departemen Pendidikan dan Kebudayaan (1982/1983) combines the three aspects to be one group for three abilities which can bring kindergarten teacher to be a professional teacher. The abilities as the indigenous will bring a change which is an increase of student achievement, in instructional process at kindergarten.

GLIMPSE OF KINDERGARTEN STUDENT (CHILDREN)

Myrtle B. McGraw from Briarcliff College said that “It is not possible to pinpoint any particular ideologies or theories that have given rise to the present interest in early childhood development. The force were many: they were complex” (Smart and Smart, 1973). This opinion is more or less states that it is impossible to show some facts ideologies and theories that have been given to reveal the interest of early childhood development. Forces that make it difficult to be revealed is because they are so complex. This shows that children’s world is something that exciting and full of mystery but need special attention.

Accordance with article 12, paragraph (1) and (2) UU No. 2 of 1989, has become reality that besides primary education, secondary education, and higher education, preschool education may also be held. By Biechler and Snowman (1993) cited Soemantri Patmonodewo (2000), which referred preschool children are those aged 3-6 years old. One form of preschool education is kindergarten (TK). In Indonesia, most children attend preschool kindergarten program at the age 4-6 years old.

Preschool education is helping the growth and development of student’s physical and spiritual outside the family before entering primary education. Relation to that, then kindergarten for age 4-6 years old aims to help lay the foundation toward the development of attitudes, knowledge, skills, and creativity required by students in the growth, development, and adaptation to the environment.

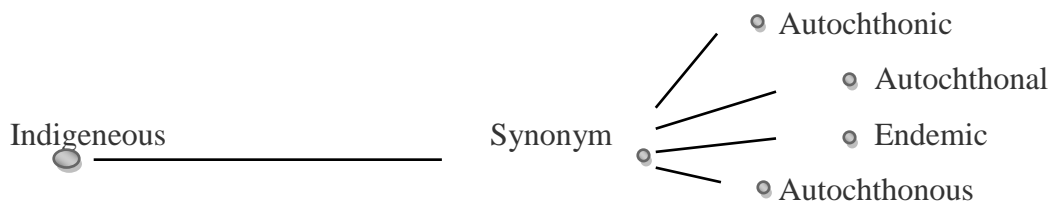
Kindergarten is the brainchild of Froebel from Germany (Soemantri Patmonodewo: 2000). Kindergarten is an educational playground for children is inseparable from the process of playing. So that children receive good teaching in kindergarten, all parties associated with the kindergarten should know who and how the kindergarten children where the child’s world can be said to be a world full of mystery. By Agus F. Tangyong, et.al (1994), the basic assumptions about kindergarten is divided into 3 parts: each child is unique, the child develop through several stages, and each child is an active learner.

Personally, each kindergarten child will develop a pattern of individual reactions to stimuli experienced. The developing through stages and each tempo increased chronological age would show special characteristics development. For children, learning is all about doing, and play is a vehicle to learn and work. And kindergarten is the perfect place for children to develop positive self image and a good attitude to friends and school.

THE ABILITY OF *CIPTA*, *KARYA*, AND *KARSA* AS THE INDIGENOUS

Slikkerveer said that indigenous is the definition which include attitude, knowledge, perception, value, and culture that have to do in a society for long life term (Bambang

Ismawan, 2011). Furthermore, artikata.com team (2012) argue that indigenous is a adjective word which has the meaning of native; produced, growing, or living, naturally in a country or climate; not exotic; not imported. Indigenous has the synonym which is seemed below:



From the definitions above, it can say that indigenous is everything which identified as a native and natural, such as attitude, knowledge, perception, value, and culture that have to do in a society for long life term.

Cipta means that professional teacher in kindergarten have good ability in cognitive aspect. Its mean that they can develop and create some things which can repair an instructional process to increase the student achievement. Professional teacher in kindergarten have to know their student character. Kindergarten student include in early childhood who have the unique character. They like playing, having fun, and the other things. That's why there is the "play based learning model" in kindergarten. Sri Rumini, et .al (1993) said that children have some nature, it's namely a period of play, egocentric, centralized, irreversible, and the static directional thinking. So that the child is developing normal and positive, then treat them in accordance with the stage of development and its characteristics, such as not turning them away from their play period.

Cipta which is had by professional teacher in kindergarten, will bring teacher make a joyful learning in their class. They can do with the classroom action research. If there are some problems in their class, they can repair it with classroom action research. They can try some theories or some instructional models for their class. Even though they can do that, they have to choose the good choice for their research, because children education is in their hand. It means that *cipta* will bring teacher do the research which can make good instructional or education in their class.

Karya means that professional teacher in kindergarten have good ability in psychomotor aspect. Its mean that they can apply what they think (develop and create) in cognitive aspect. From the result of their research, they can apply it in their class. For the example, in their classroom action research, they find that attractive learning model is the best in their class, so they can apply the attractive learning model to their class for increase the student achievement. Its mean that in *karya* aspect, they have to do what they develop and create with their cognitive aspect (*cipta*).

Karsa means that professional teacher in kindergarten have good ability in affective aspect such as soft skill. Even though teacher have had abilities in *cipta* and *karya*, it's not enough. They must have ability of *karsa* too. People in the world know that Indonesia people have specific characters, such as smart, moralist, and spiritualist. It's necessary got by Indonesia people. That's why children must have this character too. Kindergarten teacher must have this character because they are a model for their student (social cognitive theory with observational learning by Bandura). Teacher is a learning resource by utilization for student. As a model, teacher should educate the student to be a good person with their character. To concept, develop, and create something in *cipta*, and then to apply something in

karya, must be followed by *karsa*. This is the indigenous. Professional teacher in kindergarten can be developed and achieved by abilities of *cipta*, *karya*, and *karsa* as the indigenous.

CONCLUSION

In conclusion, indigenous can be used for kindergarten teacher professional development. Teacher as a model and a “learning resource by utilization”, can make student to have Indonesian society character (smart, moralist, and spiritualist) with three abilities as the indigenous in instructional process.

REFERENCE

- Agus F. Tangyong, dkk. 1994. *Pengembangan Anak Usia Taman Kanak-kanak*. P.T. Gramedia Widiasarana Indonesia. Jakarta.
- Artikata.com Team. 2012. Definisi Indigenous. www.artikata.com.
- Bambang Ismawan. 2011. Indigenous Knowledge. forsino.wordpress.com.
- Soemiarti Padmonodewo. 2000. *Pendidikan Anak Prasekolah*. Depdikbud dan Rineka Cipta. Jakarta.
- Smart, Mollie S and Smart, Russel C. 1973. *School-Age Children (Development and Relationships)*. The Macmillan Company. New York. USA.
- S.N. Sukmadinata. 2004. *Pengembangan Kurikulum (Teori dan Praktek)*. Bandung: Remaja Rosda Karya.
- Sri Rumini, dkk. 1993. *Psikologi Pendidikan*. Yogyakarta: UPP UNY.

SHORT BIO-DATA

My name is Nelva Rolina, and I was born on July 18, 1980 at Penanggiran (Sum-Sel, Indonesia). I live in Yogyakarta right now and work at Yogyakarta State University as a lecture (faculty of educational). Since I was been a lecture at Yogyakarta State University, I always concern in early childhood education, especially about children development and how to organize learning-instructional. All of my books and researches that I have done, always concern in it. About my study, I had finished my study at Yogyakarta State University (Educational Technology – Strata 1) and Gadjah Mada University (Psychology – Strata 2).