

PROFESSIONALISM OF EARLY CHILDHOOD EDUCATOR TO SUPPORT INDUSTRIAL REVOLUTION 4.0 BASED ON LOCAL CULTURE

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PROFESSIONALISM OF EARLY CHILDHOOD EDUCATOR TO SUPPORT
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Abstrak

Tenaga pendidik yang profesional diharapkan dapat menjadi salah satu upaya terwujudnya sumber daya manusia yang berkualitas terutama menuju revolusi industri 4.0. Akan tetapi konsep profesionalisme terutama untuk pendidik anak usia dini memiliki cakupan yang sangat kompleks apalagi berkaitan dengan karakteristik peserta didiknya serta kompetensi yang harus dimiliki pendidik. Pendidikan anak usia dini berbasis budaya lokal diharapkan sebagai upaya implementasi kompetensi pendidik dimana nantinya peran yang dimunculkan tetap akan mempertahankan kekhasan pendidikan anak usia dini dengan tidak melupakan penyiapan peserta didik agar mengenal teknologi sebagai salah satu komponen dalam revolusi industri 4.0. Perubahan menuju hal tersebut akan dilakukan pendidik dengan terlebih dahulu menyiapkan peserta didiknya sesuai dengan kondisi lingkungan sosial budaya masing-masing supaya konsep yang dimiliki anak tetap bermakna sesuai dengan tahapan perkembangan anak. Metode penelitian deskriptif kualitatif ini dilakukan di TK Negeri Pembina Kota Kediri dengan subjek penelitian anak kelompok B diperoleh hasil kegiatan pengembangan berbasis budaya lokal itu dapat dilaksanakan apabila profesionalisme pendidik juga terus ditingkatkan terutama dalam penanganan sesuai revolusi 4.0. Hasil yang diperoleh adalah implementasi yang sudah dilakukan oleh TK Negeri Pembina Kota Kediri melalui pengembangan tema yang memuat budaya lokal diperlukan inovasi guru menguasai teknologi.

Abstract

Professional educators are expected to be one of the efforts to realize quality human resources, especially towards the industrial revolution 4.0. However, the concept of professionalism, especially for early childhood educators, has very complex coverage especially with regard to the characteristics of their students and the competencies that educators must possess. Local culture based early childhood education is expected to be an effort to implement educator competencies where later the role that is raised will still maintain the peculiarities of early childhood education by not forgetting the preparation of students to recognize technology as one component in the 4.0 industrial revolution. Changes to this will be done by educators by first preparing their students in accordance with the conditions of their respective socio-cultural environment so that the concepts that children have remain meaningful in accordance with the stages of child development. This qualitative descriptive research method was carried out in TK Negeri Pembina Kediri City with a group B research object, the results of local culture-based development activities can be obtained if the professionalism of educators continues to be improved especially in handling according to revolution 4.0. The results obtained are the implementation that has been carried out by TK Negeri Pembina Kota Kediri through the development of themes that contain local culture, innovation required by teachers to master technology.

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INTRODUCTION

Changes in the world of education are increasingly dynamic especially with the preparation of the golden generation from an early age as one of the anticipations of changes by preparing children to be ready to face their future in accordance with the demands of the times. Many challenges that children will face when they have to prepare adjustments to the needs of these changes can be done through roles in education that support child development and are ready to have competition in the industrial era 4.0. But when various things are examined in education related to the preparation that suits the future needs of the study conducted the quality of quality educational institutions related to educators is also qualified, qualified and professional. According to Rizali, et al, (in Sarnoto, 2018; 89) the need for various efforts in improving the quality of early childhood education services through improving the quality of educators in various ways. This also reinforces Suyanto's opinion, (in Sarnoto, 2018; 89) the need for educators who are now professional PAUD educators.

Improving the quality of PAUD educators is anything that is complex and must involve various elements and many factors involved in it. Educators as the spearhead in the implementation of achieving national goals, especially with the presence of the students we face are children in the digital age. According to Setiyawan, (in Apriliani, and Susilowati, 2018; 115) the digital era is better known for how technology is so close in various lives of the younger generation that everything related to their daily lives is in contact with technology.

Education that provides knowledge that is inseparable from technology is what must be considered by an early childhood educator in preparing their teaching material so that according to Usman, (in Sarnoto, 2018; 93) it is expected that educators will enrich all knowledge according to the scientific field in carrying out their duties related to being a instructors in interacting with students prepare appropriate strategies in accordance with the material and the success of learning interactions and learning objectives. So that later students

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become creative, innovative and have a competitive generation to meet the era of the industrial revolution 4.0 where it is necessary to optimize the use of technology.

There are important things that are understood also related to changes in the era of industrial revolution 4.0 is expected to maintain awareness of early childhood while preserving local culture as the existence of ongoing national cultural preservation as a characteristic of the Indonesian nation as a state based on Pancasila where a variety of different cultures into study material included in learning also in early childhood. As a bastion of change that has a negative impact on debriefing early on, the successors of this nation will be expected to educators also have the professional competence to preserve the nation's culture. In early childhood education according to Vigotsky's opinion, (in Santrock, 2005; 343) argues that cultural contributions, as social interactions as well as history for children as a development both psychic/mental as well as on their behavior.

The selection of appropriate learning concepts as a form of PAUD

educator professionalism that is not behind the changes in preparing students but also preserving culture as the nation's wealth that grows and develops in society in the digital age is a challenge that must be answered. Various efforts to realize the professionalism of local culture-based teachers who prepare children for the industrial revolution 4.0 will be described in this paper later as an effort to add to the alternative discourse of concrete actions undertaken by PAUD educators in their respective institutions.

LITERATURE REVIEW

PAUD Educator Professionalism

A professional educator is expected to be able to see a variety of perspectives on change positively, where this positive attitude will support in dealing with problems and will encourage innovation in problem-solving specifically faced in relation to competency to become educators. The referred professionalism is according to Suyanto, (in Cristianti, 2012; 114) someone who does work according to procedures, obeys professional ethics, masters the scientific field and does not make mistakes related to his

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professional duties. Based on Permendikbud 137 of 2014 concerning PAUD National Standards Annex II states there are 4 competencies that must be possessed by a PAUD educator namely pedagogic, personality, social and professional. Where each competency must be integrated in order to become a quality educator.

Professional competence in accordance with the following matters:

1. Understanding child development
2. Understand the growth and development of children
3. Understand educational, nurturing and protection stimuli
4. Building cooperation with parents in education, care, and child protection
5. Communicate effectively

The development of PAUD educator professionalism refers to the professional competencies that have been established through policies in Permendikbud 137 in 2014 as described above, based on these references educators must be supported by the development of basic characteristics of being PAUD educators. According to Edgington,

(in Cristianti, 2012; 116) the characteristics are; scientific foundation must be strong in relation to early childhood development, being optimistic, having empathy, communication skills, being able to lead and being able to continuously document as evidence of assessment according to the child's development.

The term professionalism is also related to the ability in a mental attitude towards a commitment in carrying out tasks related to the concept of a good educator so that it is reflected by a professional educator. Thus from various descriptions of concepts related to professionalism, it can be concluded related to the attitudes/behavior of an early childhood educator in trying to improve all of his abilities in terms of professionally related to his task of educating early childhood. These efforts can be done by participating in various efforts to increase competence, namely training, training for teachers, seminars, and workshops.

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**Paud Educator Competency
Towards Industrial Revolution 4.0**

Based on data obtained from UNESCO published in the 2016 Global Education Monitoring (GEM) Report, (in Wahyuni, 2018; 15) the Indonesian country ranked 10th out of 14 developing countries. This shows an indication that it turns out that the competence of educators in our country is still relatively low. Meanwhile, according to Yunus's writings written detik.com, 4 December 2018 (in Wahyuni, 2018; 14) an indication of the low ability of educators namely disciplines according to teaching, the distribution of teachers is uneven, unqualified qualifications or scholars, PKB for teachers low, the recruitment of educators is still less effective. This condition will hinder educators when they have to face the technological era of the challenges of the industrial revolution 4.0.

However, the industrial revolution 4.0 will have a significant impact in various fields including education. Although in fact, we cannot deny the full role of an educator, instructors or mentors the role of educators will not be fully

replaced by technological sophistication. Through an educator when interacting with the direct touches of stimulation done to children will become peculiarities that cannot be done because there is a sense that is created and cannot be raised from a technology.

Based on Latip's writing, (Kompasiana November 2018) there are 4 competencies that must be possessed by an educator in relation to preparing himself individually to meet the 4.0 industrial revolution era:

1. Educators have the ability to conduct a comprehensive assessment: not only through cognitive or academic but must be able to optimize the full potential of students.
2. An educator must have the competencies needed in the 21st century: concepts that must be mastered are a character (hard work, responsibility, honesty, etc.), skills and literacy in order to be able to adapt to the latest knowledge.
3. Educators must have the ability to make a module according to the style (passion) of students: educators need to understand the

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concept of presenting the material in accordance with the progress of students, especially those online and easily accessible wherever located.

4. Educators have the ability to do innovative Authentic Learning: the concept of monotonous learning must be discarded but the joyful and innovative learning that students must highlight will integrate the hands of the mind, problem-solving skills and also project-based is more meaningful than just sitting sweet listening to lecturers' lectures.

The concept described above as an effort to improve the competence of early childhood educators so that educators have a changing perspective on dealing with the world of education. The way this perspective change is related to the way of teaching which must be adapted to the student's characteristic conditions. So that later students will also have readiness according to the needs that will be requested in the industrial revolution 4.0. Especially early childhood educators that must be changed are basic scientific competencies, mastery of

technology/internet, bringing students to have a strong character, entrepreneurial attitudes, ability to solve problems. To anticipate that the concept of becoming a digital age educator in the millennial generation is indeed very complex, so it needs to be instilled in educators that educators do not become knowledge transfers but as agents in transferring character and moral values as the capital of change to be passed through, holding on to their identity.

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**Industrial Revolution 4.0 Based On
Local Culture**

When we examine the competence of educators in accordance with the 4.0 industrial revolution outlined above, one of the concepts is to continue to prioritize character in preparing the generation from an early age to have resilience in the challenges of the digital age. Although it is undeniable that the influence of the digital age still slips negative impacts and problems are feared to be obstacles in the progress of education. As one that can be offered as a solution in the application of professionalism of educators related to competence that is mastered

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in facing the challenges of the industrial revolution 4.0 era is to continue to prioritize learning to strengthen local cultural identity in every essence of the concept of learning delivered to students. Local culture in each region is part of the national identity of the nation which must be maintained.

According to Kaelan, (in Rohman and Ningsih, 2018; 47) explains that national identity is a manifestation of cultural values that have grown and developed in every life of a nation by having characteristics or characteristics that are typical of a place that is different from other places. A strong effort that must be done by educators related to local culture is how to process the cultivation of ethical value in children from an early age even though the child is prepared in the era according to his era. Ethics that fit the local culture is how to respect fellow human beings, religious tolerance, have empathy and sympathy where the ethical values are not owned by any sophisticated machine as a product of technology.

The existence of changes around the environment of our lives

that are so fast as a result of the development of science and technology also makes educational institutions including PAUD institutions in order to compensate for the acceleration of these changes. The concept of learning towards the industrial culture 4.0 revolution based on local culture is a strategy that combines a learning environment based on meaningful learning experiences by integrating culture as part of the learning process. In addition, the integration of culture in learning can enrich local culture (ethnicity) which can later be developed in the development of learning themes that are learned by children related to ethics or characters emerge from a culture.

In addition to the local cultural ethical values that are entitled to regions in Indonesia are work ethics or work culture. Indonesian people are known for working hard, persistent and tough when promoting mutual cooperation in running a neighborly life. The concept of local cultural values that cannot be separated from learning by an educator by making learning applications that explore local culture

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makes what is relevant to the industrial revolution 4.0 just adjust to the development of technology.

The influence of the industrial revolution 4.0 on increasing the professionalism of PAUD educators based on culture and work discipline according to Tadjuddin, (Kompasiana; March 2019) can be described as follows:

1. Work culture as an embodiment of professionalism of educators is changing the work culture of paper lists into digital-based.
2. Work culture promotes honesty, teamwork takes precedence, caution, and responsibility because it is related to sharing the things that are prepared in the work that requires sharing and having their own duties and functions.
3. Discipline as an embodiment of PAUD educator performance because as a role model for children, when they arrive it should be before the children, take a break by taking care of the children and the discipline in authentic child assessment that day after learning is finished.

The explanation becomes a basic change that must happen, we

can not avoid a change that will affect professionalism in terms of any work including PAUD educators. But with the diversity of local cultures that are still relevant can be adjusted through the preparation of the curriculum and its implementation in learning tools ranging from Prosem, RPPM, and RPPH. At a minimum, when the concept of local culture is conveyed to students early on, it will also be unique to PAUD institutions as a manifestation of the professionalism of their educators. It is our duty to preserve and preserve local culture by not setting aside challenges in accordance with the times of the industrial revolution 4.0 so that our identity as a civilized nation remains sustainable and survives in the changing technology of modernization.

METHODS

The method used in the research conducted at TK Negeri Pembina Kota Kediri is a descriptive qualitative type. What will be described is the data obtained by documentation, interviews, and direct observations made with principals and teachers related to professionalism of educators in the

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institution in designing learning the implementation of local culture and how the professional competence of teachers related to the industrial revolution 4.0 that has been carried out in the institution's environment . The data is then analyzed and explained in detail / descriptive to facilitate conclusions. The subjects used in this study were students of group B as many as 35 children spread over 2 groups B1 and B2 and educators as many as 5 people and 1 school principal.

RESULTS AND DISCUSSION

Based on the processing of descriptive data that has been done then what can be described in the results of the study as follows:

The Professionalism of Kindergarten Educator in the Kediri City, Developing Local Culture-Based Learning Devices

The steps taken by the institute in developing local culture-based learning tools are elaborated starting from the development of themes arranged in the curriculum for 1 school year. The curriculum is compiled based on guidelines set by the PAUD Directorate in which all

teaching and educational staff in TK Negeri Pembina Kota Kediri are qualified S1 PAUD professionally able to plan, implement and assess the learning process according to the stages of service age development.

The embodiment of professionalism when it must enter the local culture steps that have been taken the theme contained in the learning plan is:

1. National commemoration using traditional clothes
2. Visiting a typical recreation area in Kediri City (introducing the community environment of Kediri City)
3. Instilling religious values is diverse because the institution is in a very well-known area as a place of ex localization so that it is strengthened with diverse religious characters and concepts with teachers in accordance with their respective religions.

Professionalism Preparing for Revolution 4.0

School principal Dyah Mujiati, S.Pd. emphasized that currently all educators and education staff are expected to master IT because of the presence of an online absence and for

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those who have the status of civil servants such as in TK Negeri Pembina already use digital absence as monitoring discipline.

Learning of children has also been done by educators using attractive audiovisuals by showing learning videos periodically in the room by operating laptops, LCDs and also screens where the teacher must be able to operate alone in the room as his responsibility.

Reporting the value of students has also used the application so that the results obtained are objective according to the child's developmental conditions. Making an online assessment through an application also requires IT mastery skills so that the professionalism of the teaching staff is ready in facing the 4.0 revolution.

Based on the results of the description of the professionalism of the educators above, it can be said that preparations for the industrial revolution 4.0 have been carried out by TK Negeri Pembina Kota Kediri towards the teaching staff and education. This is shown by the basic mastery of IT by each educator there. Besides that, the concept of local

culture is still maintained because the surrounding area which is a negative spotlight when becoming a localization that has a lot of negative effects by prioritizing religious activities, religious discipline, and introducing the environment of the city of Kediri as an effort to fortify and prepare students according to the digital era but do not abandon local culture.

Empowerment of Local Culture in TK Negeri Pembina Kota Kediri

The implementation of local culture that has been carried out has been socialized through educators by the school principal so that it can raise the culture of the surrounding environment.

Forms of local culture that have been carried out by the teacher are to bring environmental learning using traditional games such as mushrooms, cublak suweng, playing rubber bands and also introducing traditional dance, traditional music, traditional clothes with Kartini activities and August carnivals.

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CONCLUSION

The results obtained are the implementation that has been carried out by TK Negeri Pembina Kota Kediri through the development of themes that contain local culture, innovation required by teachers to master technology. So that the professionalism of educators to strengthen the mastery of 4 competencies and IT capabilities must be strengthened.

Suggestion

Suggestions that can be conveyed from the results of research that have been presented above are the importance of improving IT skills for educators, the importance of improving pedagogical skills related to incorporating theme development into curriculum content so that learning based on local culture is optimal increasingly.

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