THE AFFECT OF EARLY CHILDHOOD TEACHERS FROM JAKARTA, BOGOR, DEPOK, TANGERANG AND BEKASI IN LEARNING MASTERY AND FACTORS THAT AFFECTED IT IN 2014/2015

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Abstract

Based on observation and experience in working with early childhood education (ECE) teacher, most of the teachers used inconsistent and incomprehensive learning approaches, as the result of a weak basic paradigm in mastering learning approaches. Nowadays, the behavior of early childhood education (PAUD) teachers is formed by market's demand and focus on accommodating the interests of policy makers, parents and elementary school. Meanwhile curriculum that was developed are abstract and does not consider the child's developmental level. Therefore we do a research that related to "Early Childhood Teachers from Jakarta, Bogor, Depok, Tangerang and Bekasi in Learning Mastery and Factors that Affected it in 2014/2015 and the problems are (1) How is the description of teacher in learning mastery? (2)what factors that can influenced early childhood teacher in learning mastery? (3)what have caused the teacher differences in learning mastery for early childhood education context?.

This is a descriptive analytic research which using descriptive statistics to describe data then interpreted it in depth based on the EMIC's perspective. Collected data was gathered trough series of observation and interview with some officials and early childhood teachers, parents, and the community surround the school . There are 21 early childhood institutions which was involved in this study.

Result of the study aree: first, there is 85 % of learning approach is done with classical context, second, there are several factors that influenced early childhood teacher in mastering ECE learning, which are: (1) land/area does not meet the standards (2) incompetence educators who less explored the potential of the child (3) tuition fees that competitive with other early childhood institutions and (4) lack of infrastructure. Therefore we suggest that the government (1) improving the supervision and provide a clear guidance about the implementation of in community (2) provide further knowledge to school administrators, teachers,

and parents about how lack of knowledge in implementing ECE will affected the child's future.

Key word : learning mastery, learning approach, early childhood education, teacher

Introduction

Early years are for children ages birth to 8 years. These years is very crital for human growth and development because it will effect the whole years of human life. Therefore, the early childhood education, that we called PAUD in Indonesia, plays an important role in stimulating the children in all development areas.

Researches has shown us the importance of early childhood education, such as Lindsey's research (in Arce 2000:7). The research revealed that the development of the brain and critical developmental period significantly occurred at an early years, and the development very determined by the child's environment and education. Feldman (2002) also enhanced that research, by stated that early yeras is the most important period in forming the basics of personality, thinking ability, intelligence, skill, and social ability. Research on the brain showed that child's intelligence capability level has reached 50% at the age of 4 years and at the age of 8 years reaches 80%, and the remaining 20% was obtained at over 8 years (ministry of education, 2010).

This facts has reinforced the belief that primary education for children should begin as early as possible and not waiting until the children enter the elementary school or after. This means that when a child got education at the age of 7, when entry elementary school, the brain function has grown 80%. It is late already and the possibilities of unoptimized brain function in the child is higher.

How children can optimized their potential is very dependent on the environment that shaped them ranging from family, community and school. Yussen & Santrock (1980:373) said that the ability of socialization is much related to those around the child called social agents. In regard, Feeney (2006:56) posited that that most of the values and implementation of early childhood education programs grows from how the community values the children, which was adopted hereditary, which are also influenced by the religious leaders, community innovators, and educators in the past.

Educational experts in Indonesia believed that the cause of the poor quality of Indonesia caused by human learning orientation is cognitive-affective and psychomotor. Neglect towards the development of attitudes and behaviour as well as these skills looks at early childhood learning orientation on writing reading and counting (Calistung). Where as *Calistung* was developed through abstract learning which is not appropriate for children's cognitive development who still in pre operational stage.

Socialization learning through play has done frequently in the form of seminars and training activities tiered. Even learning through play is one of the teaching materials that are part of the tiered training, and one of the bases in

curriculum development. Improvement need to be done not only to the paradigm of teachers on learning through play, but related to the needs of parents and the demands of early childhood education graduates when they enter primary school. Besides, nowadays courses for early childhood in order to improve the *calistung* ability are spread throughout the country to meet the demands of the market to get instant results.

Early Childhood Education (PAUD) challenged with market demand, including as the demand for entering elementary school, for example, expected criteria from elementary is the *calistung* ability. Meanwhile the ECE's curriculum that was developed considering the child's developmental level. This fact demand the child to have the ability in reading, writing and counting. Those facts showed us that the approach to early childhood learning is very systemic.

The community's mindset to get an instant result from PAUD is contrary to the purpose of early childhood education. The National Association for the Education of Young Children (NAEYC) or the Association of early childhood education United States National posited three rationale in decision-making professionals about early childhood : (1) knowledge of child development and learning, knowledge of the age in relation to the characteristics of the human being as the basis for predicting the age span is about and the activities to be performed, materials, interaction, experience that is safe, healthy, attractive, can be controlled and also challenging for the child; (2) knowledge of the strengths, interests and needs of each individual child in the group for adaptability and respond to the differences that exist; and (3) knowledge of the social and cultural context in which children are learning experiences that encourage meaningful relevant and an appreciation for the participation of children and the family (Gestwicki, 2007:08).

With respect to the thing that has been said above, the study entitled "The Learning Of ECE Teacher In Jabodetabek: study of the factors that influence the Learning of ECE's Teacher in year 2014/2015" in order to solve the problems of early childhood education.

Formulation Of The Problem

With respect to the limitation of the research issues above, the formulation of the problem can be expressed as follows:

(1) How is the description of teacher in Jabodetabek in learning mastery?

(2) What factors that can influenced early childhood teacher in Jabodetabek in learning mastery?

(3) What have caused the teacher differences in Jabodetabek in learning mastery for early childhood education context?

II. Theoretical studies

II.1 Early Childhood Education Curriculum

Parents and the public generally see the success of learning through something that is easily observable as reading, writing and counting. It is ironic, the fact that problems which caused by the children because of the lack of attention to things like abstract social nature of rebellion, the emotional, the art of being an integral part of early childhood learning. With regards to it Schikendanz (2001: xix) argued that human beings are not the same as a car that can be stripped down to be analyzed and then merged back. The child as a human being intact, living with his world, developed in accordance with the experiences that affect them individually. The accumulated experience of the children make the children as there are today and tomorrow as it is today. Every child's characteristics and behavior must consider the development of earlier and Predictor-Predictor that affected it.

Learning occurs because most values and implementation of child education program grew from the value obtained in a society that held hereditary (Feeney, 2006:55). The values adopted hereditary is also influenced by the religious leader, reformer of society, and educators in the past. For that Feeney suggests two principles in providing education for children in order to make the results of education can be harnessed: first, the principle of conformity of education is to provide education in accordance with their level of development, abilities and needs.

The curriculum is the answer to the needs of the child. Through the curriculum, children's development can be carried out in accordance with the expectations and demands of society. Therefore then the curriculum in a broad understanding is an important experience in the form of ideas, who are educators, what has been done, and how educators that affect children's lives. Zais (1976:08) added that the curriculum is the blue print for education, which contains the crucial experiences and planned for children.

The curriculum is defined by Arce (2000:33) as the overall experience relating to the effect on the child's school. In other words, the curriculum is experiences, both the experience of planned or unplanned experience and curriculum is the result of the values and attitudes of teachers, educational personnel, families and communities.

Meanwhile in the UU RI No 20 of 2003 on the national education system, article 19 paragraphs 1 expressed that the definition of the curriculum is a set of plans and arrangements concerning the objectives, content, and materials as well as ways that are used as guidelines for learning activities to achieve specific educational goals.

Listen to the notion expressed above then the curriculum for early childhood are all experiences that affect children are associated with the school either planned or not planned as well as a result of the values and attitudes of teachers, staff, families, and communities. Given the extent of the parties affecting the child, then the early childhood curriculum should describe the output of education which can be a provision for the children for the future.

When the child becomes an adult in the future then it would need ability in his life , which according to Gestwicki (2007:19) in the form of : (1) the ability to communicate well, appreciate and connect with people who have different opinions and functions as a member of a society; (2) the ability to analyze the situation, make a reasonable consideration, and solve problems encountered; (3) can access information from a variety of sources, including speaking, writing, and using the tools and technologies that are more complex and are being developed; and (4) are kept constantly learning approaches, skills and knowledge in accordance with the new conditions and changes. All the stuff that has been said by Gestwicki this does not mean that early childhood are given the same information with adults but early childhood need to shore up the foundations for the fact they are going to find on his future later.

Children's character development as expressed above, NAEYC in DAP pronouncements that the importance of curriculum ideas as follows: (1) understanding of the child must be associated with the context of the family, culture, and society around him, (2) children and adults need to be assisted to develop his/her potential in dealing with others on the basis of trust, respect, and positive attitude as well as appreciate and recognize the uniqueness of each child (Arce, 2000:22).

The meaning and value of capital is the basis for developing children in accordance with its development because that child must be accepted as is. Is therefore Buchfield (1999:175) States that children must be accepted as is, as people and students and are challenged to move forward based on capabilities.

Related to the a meaningful curriculum as expressed above, Bredekamp and Rosegrant (1999:28) States that the curriculum will be meaningful for the child if: (1) curriculum in accordance with the style and the cycle of children-child learning, (2) consider the child as a whole and then set the appropriate activities with a tendency of children, (3) understand the son deeply and develop an integrated concept with previous experiences, (4) Note whether the activities according to the needs and interests of the child (5) does the activity refers to knowledge-based discipline and intellectual integrity, and had the result of interactive teaching.

Curriculum principles will guide the teaching and learning in a way that best suits your early childhood and certainly can make a solid foundation for build the next learning phases. Educational development must be touching the mind and heart. Because of that, educators need to understand how children learn through observation, exploration, imagination, discovery, the investigation, collect information and share information from the environment that is close to her (*Ministry of Education of Singapore*, 2003:10).

II.2 The Study of Theory of Learning through Play

Every child who follows the teaching and learning activities in the classroom are not necessarily experiencing learning. Therefore Gartrell (2003:36) interpret the study as what the individual as he mentally reconstructs meaning from information. Learning is the acquisition of understanding that occurs in domain-the domain of physical, emotional, cognitive, social and cultural. The process of site of good education is education learning at home, in the classroom and in the environment. This explanation shows that children gain an understanding in the domain of physical, emotional, cognitive, social and cultural. Thus, support for the child in the form of an important motivation stimulates the child in learning. The teaching and learning experience for children is a process definition, where children develop a sense of belonging, a sense of pride, and knowledge. Learning isn't just something kids do in school but those choices throughout life (Burchfile 1999:157)

Next the Froebel in Brewer (2007:41) says that play is the Foundation for a child's learning so that it can bridge the son between life at home and in school. Children's developmental needs can be understood through an understanding of how children turn out either a change in the physical, behavioral, or changes in the characteristics of thinking. Teaching children with good means educators must teach the boy himself (Arce, 2000:7). Therefore, the role of the parents of child development perspectives described as how parents facilitates, supports and helps develop according to the needs of the child, not based on the needs of the elderly (Essa, 2003:64).

With respect to the aforesaid problem Wolfgang (1992:17-18) suggest: " If you hesitate in choosing the method of teaching the most good, whether direct teaching or teaching- play based ". One way is with a bit of a revamp of the question, "where is the method that does the practice of appropriate child development?". Similar with that Barrel (1995:16) suggests that wisdom in teaching the use of the concept in the interpret instruction in full about goals, strategies and options. The wise teacher open to new ideas and is not trapped by the habits and routines and thought everything carefully. A wise teacher, attempting to integrate the mind with the feeling.

Philosophy of education is often misconstrued interpret by various parties including the teacher. Activities centred on the child is often taken to mean that the child that determines or dictate curriculum goal oriented whereas educator child conceived the notion that decisions taken in the development of a curriculum geared to suit the needs of the child and in ways that are appropriate to the child's learning. The essence of a child-centered curriculum is an approach that emphasizes to the child as a whole (Bredekamp and Rosegrant, 1999:36)

This at once answer Gestwicki Statement doubt the expert curriculum development as propounded by Kessler who question whether the child development curriculum is or just deciding the curriculum is or

just as a material consideration in order to practice in accordance with the development (Bredekamp and Rosegrant, 1999:14). Next Espinosa (1999) suggests that appropriate child development practices cannot serve as a proof that the teacher has been educating children in accordance with their development. Further than that, teachers must have a deep understanding of how children learn, including what is important for children to learn (Espinosa, 1999:163).

II.3 Integrated Curriculum

During this learning more oriented to the development of the gem learning lessons. The development of learning that relates one subject with the other subjects is the integrated approach of the various subjects in a particular activity. With respect to the integration of Drake (2007:25) finds that an interdisciplinary and integration are often interchangeable in their use which describe a curriculum that is linking various disciplines in a certain

With regard to it Drake (2007:25) integrated curriculum can be viewed from a variety of ways, and the implementation of the curriculum also integrates the unique nature in accordance with the arrangements. It is generally a combination of various subjects can be integrated in accordance with the wishes of the teachers involved. Perhaps a teacher teaches multiple subjects through a concept or theme that is common. Or integrated curriculum, perhaps the teacher team combines the area that propounded by the experts. Integrated curriculum through an interdisciplinary approach cannot be standardized or even often a replication or examples that are emulated by other teachers to do the same. Related to it then the teacher should be creative, develop the curriculum in accordance with the relevant context. Teachers can also develop integrated curriculum to suit the needs of the child or ask for input from children about what they want to learn. Ways to connect between the subject areas are limited.

Next Schickendanz (2008:03) wear the term cross-domain integration in mengemukkan integrated curriculum. Cross-domain is a way to integrate the curriculum by combining two or more domain content in a learning context and instructional activities. To strengthen Schickendanz suggests that in addition to the necessary integration of cross-domain traffic settings. The integration of cross-setting is a merger that gives the opportunity to the study of children in a particular domain or in domains supported double through a varied setting in daily activities.

Furthermore Schickendanz (2008:01) suggests that integration in the domain of learning content and the context of the diverse learning can help teachers manage time and make learning more powerful and meaningful to the child. Furthermore, according to Hendrik and Osborn in Kostelnik (1991:7) suggests that the theme of helping the child develop a whole sensorinya in directing and consolidate the lesson that,

through theme-based programs, children build relationships between the parts of the chart information that form the abstract up to the concept of the complex.

Given the importance of integrated learning good integrated domain and setting out the lesson so that the child can optimize its ability through various akifitas. With regard to the activities of the Rae (2007: xi) raised the children and motion, physical development is the main thing in a child's learning, and there are a few things to consider that: (1) children learn more when learning through doing, such as play, experimentation, exploration and discovery, (2) children learn as a whole means a child learns to use the thoughts, feelings, i.e. learning through human motion sensors are (3) the movement of the body can affect the emotional health of the child, learning ability, and intellectual performance of children, and (4) children will be able to berpkir properly in everyday use was in physical activity. With regard to the learning context then it is an important part in encouraging children to learn more and explore more freely in an effort to optimize potential.

Referring to the importance of children's activity in motion so it can be understood that Fogarty wears the term skill in curriculum integration. According to Fogarty (1991: xiii) specifically wear the term intergrasi skill, the themes, concepts and an interdisciplinary topics of the same note. The ekplisit relationship is used to encourage learning in the form of a holistic nature of the behavior so that the child can connect ideas from one subject to the other ideas in a subject. The use of this theme according to Kostelnik (1991:7) evolved after Dewey associate real life into the curriculum. In the development of a theme, teachers choose the topics that he believes is relevant and is sought after by children, then built the learning associated with the main idea.

Further Schickendanz (2008-02) suggested that the power of the integrated curriculum is to enhance the overall domain are integrated as a whole. Integration of learning for that teachers must: (1) ensure taking action to support learning in one domain do not neglect study on other domains, (2) consider the timing in doing integration, (3) consider the order of the child's learning and knowledge in the domain of the learned, (4) think carefully about the emphasis given to each domain, (5) considers the integration not only within a single instructional experience but also cross-domain and related instructional experience, and (6) think strategically about the use of dual learning contexts, such as classical, small group or while in the Center.

Bredekamp in Kostelnik (1991:7) suggests some principles in the development and implementation of the thematic, namely: (1) develop the experience directly on the object to be noticed or used, (2) develop activities that involve the whole child's knowledge, (3) helping develop new knowledge through what has been known and did kids do before, (4) developing activities and routines that involve all aspects of the development of both the cognitive, social, emotional, , and physically,

(5) to accommodate the needs of the child will be motion and physical activity, social interaction, independence, *self esteem* , positive (6) gives the opportunity to use play to translate experience into understanding, (7) appreciate individual differences, cultural background, and experience children at home who carried the child to school, and (8) found a way to involve family members.

From the explanation that has been said above can be put forward that domain integration in the curriculum should be strengthened with the setting so that the integration of the child. Through the integration of types and settings can be diptimalkan the effectiveness of curriculum objectives while children acquiring activity from a variety of settings that can accommodate a variety of learning styles. Learning effectiveness and efficiency to optimize the potential of the child are strongly influenced by the development of a learning context that existed in PAUD institutions place children educated and family environment where children are raised.

II.4 The learning Context

Learning context is an important thing to note in the effort of learning for early childhood. Each agency has its own idiosyncrasies of PAUD and in the development of the learning context. Learning context is affected by various factors in the institution and infrastructure such as schools, educational personnel, educators and other psychological factors of stakehPAUDers. To facilitate the assessment in a learning context then required an understanding of the context of learning as well as the factors that become the focus of attention.

In connection with that Schickendanz (2008:03) the daily schedule in pre school occurs in a variety of learning contexts. The context of this learning process involving a number of children, various learning activities available to children, the duration or length of time learning and the role of the teacher or children. Three learning contexts can generally be categorized into three learning context i.e. classical, small group, and sentra.

II.4.1 Context of classical Learning

Each learning approach has its own characteristics. According to Schickedanz (2008:55) the activities of which are classical space can either be singing along, read the poem together, group discussions about the *fieldtrip*, while the teacher guide and encourage the child to recount his experience. To make the discussion more interesting teachers can include media and other illustrated books.

Schickedanz (2008:56) steps in classical learning, namely (1) prepare for organizing activities and teaching materials, (2) the story of a teacher who challenged, with rich content and full explanation as well as a critical question, (3) using a vocabulary that

is understood by children, (4) prevent itself from a long conversation with one child (pay attention to the child as a whole). More information can be seen in the following table:

Schickedanz (2008:57) in the planning of each daily cycle, teachers consider variations in both learning objectives, learning time and behavior required in children. The teacher provides a guide in learning associated substance through a song or rhyme. Besides songs and rhymes accompanied by movement or certain acts. Repetition and support physically and visually by teachers in learning the songs and rhymes for children so that the children join the events with a sense of comfort and safety in displaying it.

Schickedanz (2008:59) at the time of the circle, teachers choose activities that are varied and carefully consider how the sequence of activity matches the needs of the children in her group and making children interested and involved in the activities. Such activities may include among others: (1) the activity of the standing and sitting, (2) the activity involves action and speech and activities that only through listening and speaking, (3) activities which take turns and do not take turns, (4) activities that are known by the child and the lesser known activity of the child or the same new activity for children, and (5) the activity with different forms and levels of challenge for the children to think.

Schickedanz (2008:56) first, the research results McCartney (1984) against the impact of classical learning, including learning circle time in more productive. In some pre schools that implemented the main classical space which hosts the story and when the circle indicates that higher child language learning while teachers tell stories more informative and less focused on prohibitions, and the instructions of the teacher. Second, the results of a study of Dickinson (2001) the conversations informative and challenging conversations in pre school is closely related to the language learning results better. Third, research results, Klibanoff et al (2006) found that there is a strong link between the use of Math vocabulary with an understanding of Mathematics by the time circle with skill and understanding Mathematics children from year to year.

II.4.2 Context of small group Learning

According to Schickedanz (2008:71), in school the day the kids either formally or informally divided into small groups of both children as well as initiatives directed by the teacher. Children sit in small groups at a time when little food or eating great food; congregate naturally in small groups during his time in the central or other activities; and in some children's programmes organised by teachers who are separate from the activities at the Center. Opportunities for learning on the third of these settings the same

general aim, social roles, in touch, and each of the different activities in the strategy analytical study.

Schickedanz (2008:71) when eating a snack and eat great, even at a time when the teacher puts the children in small groups on a specific table, eating in the middle of the hub can reduce opportunities for learning. Eats basically at the dinner table, accompanied by a conversation covering a broad topic, most closely related to the experience of the child directly. Sometimes the conversation is not contextually related to the past or in the future are not at all related to the fact that time. The talks are not usually rich contextual to the content; more often attract the attention of children both in terms of the language he heard or used, even when the environmental context that does not help in understanding.

According to Schickedanz (2008:71-72), teachers classify children in small groups. In the small group of teachers in particular provide activity focused on one goal that had been planned. Once a destination has been resolved. Children actively participate and explore concrete materials. Teachers choose and plan of activity on each sesinya and directing children in activities directly and in directly refers to the purpose of the invitation was determined. The response of teachers to children during small group session is setting an approach that will be done, the level of content, feedback on the child's responses in accordance with the understanding against the topic and activity. The more small amount in one group (4-5 people) are increasingly allowing the fulfillment of individual requirements. At the same time the teacher also understand that learning centers provide opportunities for children, but children lacking a desire in learning can lose an important learning experience without the support of a strict teacher.

According to Schickedanz (2008:73), through small group approach on schedule everyday, teachers have many options for learning activities as appropriate to the context and can reduce the risk that focus solely on a destination domain so that other purpose too blatant. Sometimes teachers are organizing a small group with the intention to follow up on activities that were presented at the opening of a classical nature. At the same time a concept or skill that is introduced in small groups earlier relating to the activity to be performed at the time in the area that is used by children independently.

II.4.3 Context Learning Centers

Schickedanz (2008:81) while at least annually for 55-60 minutes. During in the area, the child may choose to follow a variety of activity in different areas. In particular the centers can be a Center beam, drama, reading, puzzles, mathematical science, arts and others. Children can play with his friends in a variety of areas, or

small groups of their choosing by yourself though the number of children in an area is generally determined by the teacher.

Schickedanz (2008:82) Teachers actively involved during the time at the centers, but teachers should not use the Centers for teaching formally. Even teachers follow the wishes of the child and the child responds in ways of giving support to the choices made by children. The results showed that there is a link between increased understanding of children with language teacher talks with children at the time in the hub. In particular it is also found that the level of familiarity with high language between the son and the teacher associated with the high frequency of the conversation between the teacher and the children, especially when talks between the teacher and the child is both substantive and relate to the learning activities that kids do. Next also found that there was a link of high quality teachers and conversation with the child during the child's reading comprehension with learning at a rate of 4.

Schickedanz (2008:83) while in the area, the teacher moves around the classroom to interact with children to support activities and the done by children. In the Center are often designed so that one or two teachers can move and reside on a particular area so that the activities of the children continue to get support from teachers. The teacher's movement around the classroom supporting the flow of activity and can help a particulars of concern or question. Where the place of the teacher is also able to observe the centre close to him. Of course, when teachers in its natural Dynamics area communicate with each other and determine its movement and its role is important to know where required by the teacher.

Isbell (1995:17) suggests that early childhood as active learners learn through fingering, feeling, experimenting and creating. An effective hub designed to link the world of children as active learners and planning to encourage the involvement of the child in learning. Early childhood fascinated by the world of the surroundings he lived; the symbolic representation is the center of their world. In the world of this child may be experienced hub of various ideas and rearranging the events that correspond to the level of understanding. In the Centre, children can build her confidence and started to realize that it is an evidence of the ability of the learner. In the sentra of the child can also collaborate, find the child interacts more often than from large groups. The children worked together at the time of the initial response are obtained against his ideas, communicating and working.

Isbell (1995:17) play is one of the components important in determining the quality of early childhood education programs; the play is the work of the child and the children want to play. In the playground of developing the skills of solving problems by trying various ways of doing something in determining the most

appropriate approach. In the play, the child uses language in carrying out their activities, developing and selecting the language at the time of speaking and listening to other children. When playing, they learn about others and at the same time trying out different roles and trying to cooperate closely with the people. Play is beneficial to the development of intellectual, social and physical/emotional.

Isbell (1995:18) in the early childhood classroom environment designed to develop the child's development as a whole. Activity in the class gave the child to engage individually, in small groups and teams. Those activities are well directed by a teacher or children's own choice. The Centre is a special component, (1) the Centre gives the opportunity to select an activity on the child's own, (2) in the area, the children have the opportunity to interact with other children, (3) in the center of the children had the opportunity to work individually and in pairs, helping children to become more self sufficient or learn work with in cooperation.

Isbell (1995:20) the Centre is a place of integration of learning at its best. Children speak (oral), using fine motor skills (physical coordination), working together in a joint project (social skills), choosing the plate on the dissipate (mathematics), discovered how to make the shower for baby (saint), follow the direction of the image to store beams (read) and create a list of grocery items (writing). Learning occurs on the whole are developments during in the centers, with meaningful ways that are suitable for early childhood learning.

III. Research methodology

The research was descriptive analytic in nature, namely the data described using descriptive statistics, and is meant in depth based on the perspective of emic data presentation i.e. naturally without doing a manipulation or a treatment of a subject researched (Bogdan and Taylor, 1975:31). Besides the descriptive data that is populated by the administrators and educators are PAUD and reinforced through triangulation of data through observation and interviews on administrators and educators are PAUD, parents, and the community around the school. The research was carried out in 20 PAUD and who were in the area of Jabodetabek. While the research time lasts for 9 (nine) months, i.e. from March 2015 – November 2015.

This research is a descriptive qualitative research with the scope and the object of research includes the following:a. The Research Area is restricted to 20 institutions of the PAUD criteria:a) Located in Jabodetabek.b) With permission of establishment and operational license

The target of the research is PAUD and teachers to know   learning, research only examines the PAUD Teacher who represents as a lecturer in the area of Jabodetabek. Data collection Tools used in this study is a sheet

observation and interview guide.   Data processed and in analysis of the using of qualitative analysis.

IV. Finding and Discussion

IV.1 Research Results

IV.1.1 General Findings

The learning of PAUD teacher in Jabodetabek have specificity in the context of learning. The context of learning in every PAUD institutions are affected in a variety of factors such as infrastructure and facilities of the school, educators, educational personnel, and other psychological factors factor. Three contexts of learning in the study of classical learning, i.e. learning centers, and small group learning.

After the data is collected, then the subsequent processing of data processed and analyzed using descriptive statistics analysis and qualitative analysis. Analysis descriptive statistics where data are now filled by the respondents analyzed with descriptive statistics to view trend data on the perceptions of the respondents while the qualitative analysis is a description in descriptive results of interviews and observations of the respondent.

The results of the test data in the form of statistical data is then processed using the program *Microsoft Excel.* Observation techniques carried out by observations in the learning process in accordance with the context of the learning is done. Data collected through observational data for kulitatif. It uses obesrvasi data collection guidelines for observation. Interview techniques used in the study was used to collect data in the form of answers to questions from the details of the question against the learning context used in the learning process are answered by teachers and head of PAUD or the head of the kindergarten.

IV.1.2 Specific Findings

The following findings in research on Teacher Learning PAUD Jabodetabek: study of the factors that influence the Learning Teacher PAUD Jabodetabek 2014/2015

IV.1.2.1 An Overview Of The Land Area Of PAUD Institutions

The average land area of PAUD institutions from 21 institutions of PAUD and is 579.14 m² of 4 PAUD institution which has a land area of 1500m ² ²-rooms with balconies and 17 PAUD institution which has a land area of 100 m ²-650 m ². Ministerial Regulation Number 137 2013 about PAUD national standard of article 32 establishment requirement explained that the PAUD must have a land area of at least 300 m ² (building and land).

IV.1.2.2 An Overview Of The PAUD Agency Building Area

The average building area of PAUD institutions from 21 institutions are PAUD 258.95 m². PAUD national standard that describes the broad minimum of 300 m ² (building and land) with their respective space activities that are safe and healthy with a ratio of at least 3 m ² per child and hand-washing facilities with clean water, it has a teacher, has the head, have the space place the INFIRMARY with the completeness of first aid, have toilets with clean water which is within easy reach of the child, has played inside and outside educational gaming device, have a safe and healthy in accordance with SNI, and has a closed trash can.

IV.1.2.3 An Overview Of The Types Of Services

Average PAUD institution has 1 type of service in the form of PAUD and kindergarten (TK)/RA/BA. In the Chewing number 137 2013 article 36 paragraph 2 types of services consists of

a) Ages birth-2 years through landfill and or SPS

b) Ages 2 – 4 years PAUD through landfill, KB, and or SPS

c) Ages of 4 – 6 years PAUD through kindergarten (TK) /Raudatul/Bustanul (RA) Athfal Athfal (BA)

IV.1.2.4 An Overview Of The Number Of Pupils

Average number of pupils from 21 institutions are PAUD and 57 children.

IV.1.2.5 An Overview Of The Number Of Teachers

The number of teachers from 21 institutions are PAUD and 132 teachers with an average of 6 people in each institution of PAUD. Then the ratio for each of the institutions of the PAUD and from the results of this study is 1:8. Ministerial Regulation No. 137 Year 2912 verse 36 grain 4 tells us that the ratio of teachers and students consists of:

a) Ages birth-2 years: ratio of teachers and children 1:4

b) Ages 2-4 years: ratio of teachers and children 1:8

c) Age 4-6 years: the ratio of teachers and children 1:15

IV.1.2.6 An Overview Of Teacher Education

Number of teacher education in the institutions of the PAUD educates undergraduate education early childhood education 65 teachers from 21 institutions of PAUD. Whereas the teacher education graduate Diploma program 2 or 3 Diploma amounted to 16 teachers. Teachers with graduate ADMIN, with a description of some teachers continuing program hPAUDers amounted to 6 teachers. The academic qualifications of teachers are PAUD and set in Candy Number

137 2013 article 25 which reads: PAUD Teacher academic qualification

a. Have a diploma Diplomas four (D-IV) or Bachelor's degree (S1) in the field of early childhood education from an accredited program of study, or

b. Have a diploma diplomas four (D-IV) or undergraduate or other relevant educational psychology gained from courses accredited and have a certificate of education teaching profession (PPG) PAUD and from an accredited college

Academic Qualification Of Teachers Companion:

a. Have a diploma D-II PGTK of accredited Courses, or

b. Have a minimum high school diploma (HIGH SCHOOL) or equivalent and have a certificate of training/education/courses teacher level PAUD companion from the competent institutions and recognized Government

Academic Qualification Of Teachers Of Young Escort. Must have a high school diploma (HIGH SCHOOL) or equivalent. And has a certificate of training/education/course level PAUD nanny from competent institutions and recognized by the Government.

IV.1.2.7 An Overview Of The Learning Context

The results of the observations that were made to the PAUD institutions, 21 learning Context is applied to the institutions of the PAUD Classical Learning Context is the Jabodetabek area. According to Schickedanz (2008:55) the activities of which are classical space can either be singing along, read the poem together, group discussions about the *fieldtrip*, while the teacher guide and encourage the child to recount his experience. To make the discussion more interesting teachers can include media and other illustrated books.

g. An Overview Of Teacher Learning PAUD Jabodetabek

Based on the results of the now given to the respondents note that the description of teacher learning, PAUD and more oriented to the Jabodetabek context of classical learning. Of the 21 schools that became respondents of the research note that the 18 schools (85,71%) using the context of classical learning and the learning school context learning small-group 1 school (4,76%), while the school uses a learning context sentra 2 school (9,52%). It also found that among schools that use this classical approach major among them there are also using and approach of group approach centers on certain activities. However the use of classical learning context and the context learning centers as much as 1 school (4,76%).

Judging from the results of the related implementation question form the context of classical learning can be expressed in several stages of learning, namely: (1) the initial activities, (2) core activities, and activities of the end:

First, the early activity can be known with some of the activities undertaken include singing, reading the prayers, attendance, the explanation and application of the theme circle (circle time). From the results of the now well known that singing and prayer reading is an activity that is always done by 18 schools (85%). Attendance and explanation activity theme performed by 13 schools (76%). Poetry in the classroom activity is an activity carried out only 8 schools (38%).

Second, the core activity is an activity where the children have started to do a variety of activities including teacher must provide media to describe the theme. In addition teachers must also provide the activity carried out by children and preparing the activity level of difficulty is higher than its development. From the results of the now can know that the teacher has always carried out activities to mobilize children and kids are also doing the activity that created the teachers as well as teachers supervise the children during children's activities. As many as 18 schools (85%) do such activities. But it is still rare to teachers outlining the activities that will be performed by children, as well as mobilize activities that teach children to stand in line. There are 13 schools from 21 schools (76%). Very few schools that prepare the activity level of difficulty is higher than for child development, a total of 7 schools (33.3%).

Third, the final activity in learning is an activity that is done after the kids do the rest (play and eat together). The final activities can be done like making a circle, doing the evaluation of the learning to the child (ask what activities he has done today), teachers motivate children to prepare her for dating to school tomorrow. From the results of the now knowable 18 schools (85%) in the end is always led by a teacher. A child has not become part of the learning process at the end of the activity. Teachers already involved in evaluation as well as story-telling as much as 15 schools (71%).

Judging from the results of the question form, related to the context of the Learning Center can be expressed in 4 main neighbourhoods: FoothPAUD Environment Main (1) foothPAUD environment before main (2) environmental footing when the main (3) environmental footing after the main

First, environmental footing before the main covers some activities like making a journal, tells the journal contents, the teacher asked the children to form a circle, do the prayers and sang, the teacher reminds the rules that are in the Center, and preparing the children to play. Now it can be seen from the results of

14% of teachers have already introduced the hub of anything that is in the school. The context of the learning centers as much as 9.5% child already doing a journal or paper as well as in doodles , unclear writing by grasping, retell the content of the journal.

Second, the environment while playing is an activity where the children had been in the centers. There are some places where children play can do a variety of activities in accordance with centra. In the context of the learning centers, 19% of teachers motivate children to ask questions related to themes and teachers respond to children by seeking support for the choices made by children. As much as 14% of teachers who do the context of learning centers already do teachers prepare activity to be performed annually in children, teachers supervise the children during learning, teachers encourage children's interest to support its activities in the form of a question or concern, and teachers also motivate children's interest to have activity in other centers.

Third, the environment after main is an activity where the children finish activities in centers as well as tidying up the toys that are used when doing the activity (clean-up). As much as 14% of teachers have conducted activities in the environment after the main. That activity be doing *recalling* (communicating the activities performed during play), encourage leadership in curriculum, teachers accustom the child to express his feelings after activities. 19% of teachers did a clean-up activity along boys.

Small group learning contexts expressed in several stages: (1) the initial activities, (2) core activities, (3) activities end

First, in the context of small group learning early learning activities characterised by the Division of children into small groups consisting of 4-5 children, performing prayers, attendance, singing along. As much as 14% of teachers conducting prayer, singing, and other routine activities.

Second, the core activities in the context of small group learning is done with an explanation of the theme using the media, doing activities with small groups, teachers provide the response to children in small groups. As much as 14% of teachers have conducted activities on such a small group of teachers provide the activity in small groups and responded, the teacher explains the theme, and a small group of motivated teachers to cooperate completed its work.

Third, the final activities done by evaluating what activities have been done, 14% of teachers have conducted evaluations, teachers with discussing what activities to do, and pray before returning home.

(a) Factors that influence the Learning Teacher PAUD

Based on the findings of the General and special findings, there are several factors that affect the PAUD teacher learning, namely:

1. From the results of the now known that 85% of the learning context that is applied in the context of classical learning uses PAUD, due to the context of classical learning was done since the PAUD stand.
2. The limited breadth of the school to be one of the factors that influence the learning teacher PAUD

3. The limited infrastructure available in the PAUD
4. The context of classical learning was considered able to meet the needs of the child.
5. The limited cost being one of the factors that influence the learning teacher PAUD

(b) Background Differences In Learning PAUD PAUD Teacher

In the process of teaching and learning activities in the PAUD, many things aspects influenced the difference PAUD and learning. From the results of the interview done to the teacher or the head of the PAUD, the difference can be known from:

1. Facilities or infrastructure and facilities that are available in the PAUD

2. The cost of being one of the important things that causes the difficulty schools have infrastructure to suit the needs of the child

3. Educators (teachers) concerns the competences owned teachers in developing learning.

4. The material, knowledge of teachers to develop learning material can also be a factor which aspects influenced learning differences

5. The number of students who are too much to be one of the factors which aspects influenced learning differences that result in learning to be less conducive

2. Discussion

After seeing the results of the question form and interview then researchers will discuss on the factors affecting the learning of teachers of PAUD. 85% of classical learning context used in the PAUD study. From these results we can know that the schools that already menerpakan of classical learning context since the founding of the school would be hard pressed to change the concept of the new learning contexts. So the school along with the existing components in the school felt it was "comfortable" with the learning context is already applied. It adds to the belief that teacher learning contexts which are already applied in accordance with the interests of the child. By reason of the limited land with an average land area 579m ^{2}. According to the Ministerial Regulation Number 137 2013 about PAUD national standard of article 32 establishment requirement explained that the PAUD must have a land area of at least 300 m ^{2} (building and land).

So can we know with the average land area of 579m with a standard minimum land area 300 m ^{2}, the teacher is able to *eksplore* land at school to do a meaningful learning is a learning process that is effective and brings the influence of changes in the behaviour of students in attaining competence or goals have been formulated.

Facilities and infrastructure to be one of the factors that influence the learning becomes PAUD. We recommend that teachers can facilitate the means required by children with the use of second-hand goods. It can enhance creativity.

Minimal infrastructure will also boost the thinking of teachers to create media or activities that are more creative and educative.

Cost is one factor that affects the PAUD and teacher learning. It became the basis of the idea that the large number of private institutions are PAUD and so have to finance all the learning activities that take place in the institutions of PAUD. The phenomenon is happening right now with the proliferation of stands PAUD institutions, causing competition fees in the institutions of PAUD. With the main objective is to obtain as many learners. The cheaper the cost of early childhood education will be more and more learners gained.

Look at the context of classical learning became very dominant, followed by the context of the learning centers, and small group learning contexts. Researchers see the background perbadaan PAUD teacher in learning. The difference is influenced from educators (teachers), there are four competencies must be owned by a teacher, according to Candy No. 137 by 2013, namely (1) pedagogic competence, social competence (2), (3) the competence of personality, (4) professional competence. In this case a teacher that has a pedagogic competence capable of formulating learning in accordance with the interests and development of the child.

A teacher was also able to develop material that will be made in teaching and learning activities. Not just transfer the science but also a teacher must be able to motivate the child to*eksplore* material. So that learning becomes more meaningful in accordance with the principles of early childhood learning. .

The cost of being one of the things the teachers learning difference aspects influenced the PAUD. We have mentioned earlier that the "cheap" cost the schools more and more students that go to these PAUD institutions. So the number of educators does not follow the standards of Ministerial Regulation No. 137 Year 2912 verse 36 grain 4 tells us that the ratio of teachers and students consists of: (1) the age of birth-2 years: ratio of teachers and children 1:4, (2) age 2-4 years: ratio of teachers and children 1:8, (3) ages 4-6 years: the ratio of teachers and children 1:15. Competition agencies don't pay attention to learning the principles of the PAUD PAUD. So that the process of learning activities merely routine.

V. Conclusions and Suggestions

V.1 Conclusion

Early childhood education is an effort to mentoring a child from birth until the age of 6 years are done through stimulation pendiidkan to assist the growth and development of physical and spiritual so that children have learning readiness in entering further education (National education system Chapter 1 article 1 14 grains). So the process of early childhood education has the goal of providing a meaningful concept through actual experience. For that PAUD institutions should pay attention to the learning context will be applied in learning.

This research is expected to be aware of the factors that influence the Learning Teacher PAUD Jabodetabek 2014/2015. The results of observation and interview conducted against 21 PAUD institution, 85% of the applied learning context is the context of classical learning. There are several factors that affect the PAUD teacher learning, i.e. the average land area that already meet the standards of the ter*eksplore* not properly for meaningful learning. The other factor that is the competence of teachers should be increased again as mentioned in Candy No. 137 by 2013. A teacher is already supposed to develop themselves to be able to become a teacher who completely with 4 competencies: (1) pedagogic competence, social competence (2), (3) the competence of personality, (4) professional competence. Infrastructure is also one of the factors that influence the learning of teachers of PAUD. The cost also becomes a factor that affects the PAUD teacher learning as it will involve a variety of sector financing. Be it a teacher, operational income in learning, and terserapnya new students going to school in the PAUD institutions.

V.2 Suggestion

After doing some research, researchers found a few things that need to be enhanced and followed up. Researchers find new things and be beneficial to the learning of teachers and PAUD and for further research. These are summarized in the following suggestions:

1. The Government of the

   The Government should, in particular, the PAUD Directorate has a tujuannnya agenda increase the *knowledge* of teachers in learning. We recommend that every teacher has a "report" in the implementation of teaching and learning activities that will be reported to the Office of your local Country/city.

2. PAUD Head or the head of the kindergarten

   PAUD head or the head of the kindergarten can do routine evaluation that is conducted every year. So the PAUD Head or the head of the kindergarten can see disadvantages as well as advantages against the learning process which is done for 1 year. PAUD head or the head of the kindergarten also has an agenda to do a comparative study to the other PAUD institutions to develop knowledge and provide practical experience to the PAUD teachers.

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