IN AND ON SERVICE TRAINING CONCEPTUAL MODEL BASED ON ANDRAGOGYTO IMPROVE THE COMPETENCY OF SUPERVISOR OF EARLY CHILDHOOD EDUCATION PROGRAM (PAUD)

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Abstract

In Gorontalo Province, the role of Supervisors of Early Childhood Education (PAUD) is not as optimal as has been expected. We stated this based on the results of interviews done by researchers to the PAUD managers and tutors, which few supervisors have obstacles in guiding tutors to manage to learn and in guiding principals to manage early childhood institutions. The problem might cause by the improper recruitment of supervisors which was not involving the standardization, qualification, and competence of the supervisors. Consequently, it is necessary to improve the competence of PAUD supervisors by, one of them, education and training. Hence, In and On Service Training model based on andragogy presented here.

The initial stage to develop this model is to provide the conceptual model. Therefore, the purpose of this early stage of research is to build the conceptual model of in and On service training based on Andragogy and its tools to improve the competence of PAUD supervisors.

The method used in this research is development research, includes: (i) theoretical and regulatory study of supervisory, no formal education, and also education and training, (ii) surveys and identification of supervisor competency profiles, (iii) construction of conceptual model by workshops, and (iv) Model validation.

The result of the model consists of (i) Design of training models, tools, guides, and assessment instruments, (ii) teaching materials, (iii) supervisory evaluation tools, (iv) academic supervision tools, and (v) Managerial, supervisory material.

Keywords: In and On Service Training model; andragogy; competence; PAUD supervisor;

1. Introduction

The role of supervisors is necessary for an Early Childhood Education (*Pendidikan Anak Usia Dini* /PAUD) program. The institution of PAUD, according to the Regulation of the Minister of Education (*Peraturan Menteri Pendidikan Nasional*/Permendiknas) and Culture Number 146 of 2014 Chapter 2, is regulated by age groups, which are(i) Childcare Park or similar units (*Satuan PAUD Sejenis*/SPS) for ages 0 - 6 years,

(ii) Playing Group (*Kelompok Bermain*/KB) for age 2 - 4 years, (iii) Kindergarten (*Taman Kanak-Kanak*/TK) or similar institutions (*Raudhatul Athfal*/RA, *Bustanul Athfal*/BA, etc.) for age 4-6 years. To provide facilities for the quality improvement of early childhood, a standard of qualification and competence required. It mentioned in Permendiknas Number 12 of 2007 about Supervisory Standard of School. The qualifications include (i) education level, (ii) certificate for the educator as teacher or principal of kindergarten, (iii) rank, (iv) age, (v) competency test and (vi) selection. The supervisory competencies include (i) personality competence, (ii) social competence, (iii) academic supervision competence, (iv) managerial supervision competence, (v) education evaluation competence, and (vi) development research competence.

According to survey results conducted on PAUD supervisory in Gorontalo province, we found that some recruitment for a supervisor does not comply with the applicable regulations. There had been proof that some PAUD supervisors are not from early childhood tutors/principals or related profession. Also, some supervisors recruited because of the non-job of structural positions. Based on this fact, it assumed that the competence of supervisors in guiding the tutors/principals is quite low. Consequently, supervisors need to improve their competence in improving the quality of PAUD program implementation. The improvement of competence made through education and training, which in this research, is planned to be developed by "In and On Service Training" model based on andragogy. The strategy of this model done by steps in service training I - On service training and in training II.

Model development activities based on job training concepts. In training, there are two types of training, namely: (i) conventional training and (ii) On the Job Training. Conventional training is defined as a classical training method and contains theories that intersperse with samples in reality. This training model used as in service training I and Service training II.

The concept of On the Job Training interpreted as a training activity in the workplace. On the Job Training is defined as"training with work instructions" (Kamil, 2010: 35; Fuad & Ahmad, 2009: 77). Also, according to Verizon (in Ahmad, 2009: 77), the definition of On the Job Training is as "training where workers or prospective workers placed in real work conditions under the supervision of instructors or supervisors. This On the Job Training used as On Service Training. Furthermore, In Service, I am about the content of the theory of PAUD supervisory competence as well as preparation of implementation and On service. Then, In Service II is discussing the implementation and reflection of On Service. Lastly, On Service activities are implemented to provide the content of competence material obtained on in Service I.

The model discussed here contains in and On Service Training based on andragogy. Andragogy defined as adult advocacy. According to Knowles (Depdiknas, 2008: 8), entitled "The Adult Learner, A Neglected Species," the proper learning theory for adults is andragogy. The term andragogy comes from the Greek word "and" which means adult and "agogos" which means to guide or nurture. Thus, andragogy realized as a way of science and art to help adults to learn. Also, the main principle of andragogy is: "what learners learn, not what teachers teach," which means what an adult obtains from an educational or training meeting. Thus, In and On Service Training model based on andragogy is the in and On Service Training model used with adult learning approach.

In this paper, the discussion focused on developing the conceptual model of in and On Service Training model based on Andragogy. The aspects presented include: (i) learning models (ii) teaching materials (iii) learning tools (iv) assessment guides, (v) evaluation instruments, (vi) academic supervision instruments, and (vii) managerial supervision instruments. Lastly, this model includes the development of Supervision and Supervisory Instrument.

2. Method

The development of a conceptual model refers to the educational research and development method modified by Sugiyono (2009: 409). In principle, the development of conceptual model design begins with the preliminary study stage which the activities include (i) theoretical and regulatory studies and (ii) the assessment of the problem focus and the initial data collection. Based on the results of the theoretical studies up to the initial data collection, for the model development stage, a conceptual model design consists of (i) draft learning model (ii) teaching materials (iii) tools and curriculum (iv) assessment guide, (v) evaluation instrument, And (vi) supervisory instruments, done by workshops attended by (a) Experts and practitioners of PNF (training), (b) Expert Team and PAUD Practitioners, and (c) Education Management Experts and Management Team. Finally, the conceptual model design validated by a Team consisting of Expert Lecturer of PNF and Training Practitioner from Educational Quality Assurance Agency of Province (*Lembaga Penjaminan Mutu Pendidikan Provinsi*/LPMP).

3. Conceptual Model Design

The conceptual design draft was done by doing a workshop which then had been validated by the Expert Team. The conceptual design made includes (i) training devices design, (ii) teaching material design, (iii) evaluation program device design and its instrument, (iv) academic supervisory device design and its instrument and (v) Managerial, supervisory program device design and its instrument.

3.1. In and On Job Service Training devices design
In and On Service Training is designed as follows

INPUT	PROCESS	OUTPUT	OUTCOME

In Service Training

Planning	Process	Evaluation
1. GBPP	Andragogy	1. Test (Pretest-
2. SAP	Approach	Postest)
3. Teaching Material		2. Observation

Supporting:
- Facilitator
- Valid Source of Learning

Raw Input: PAUD

Learning Environment
- Infrastructure

On Service Training

Preparation	Excecution	Accompaniment
1. Evaluation and	Evaluation	1. Discussion
Supervisory Program	and Supervi-	2. Supervision
	sory Program	3. Reflection

Evaluation

Competences Evaluation (attitude,	Activity (of training)

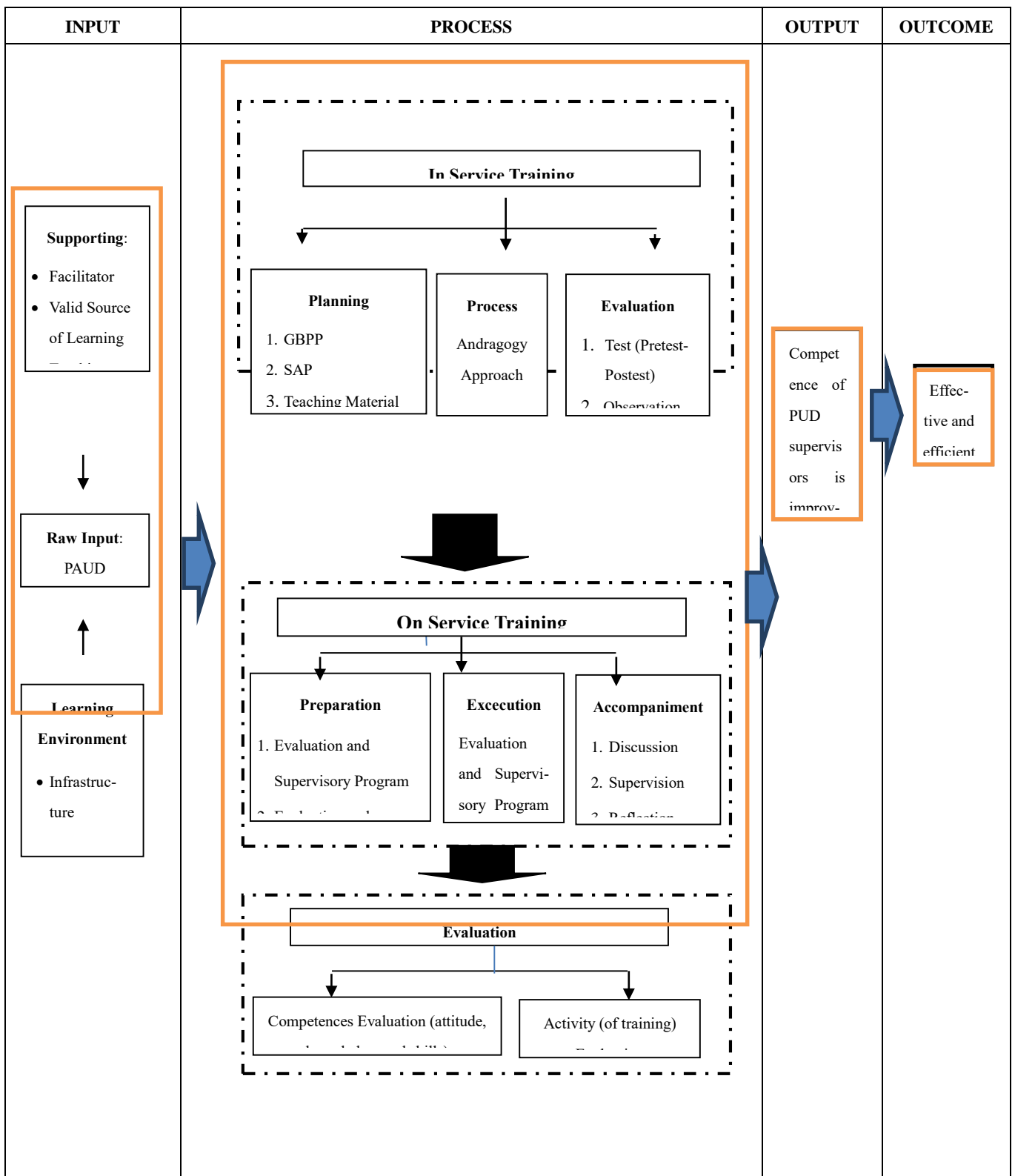Competence of PUD supervisors is improved

Effective and efficient

Diagram 1. Schematic of conceptual design Model in and On Service Training Based on Andragogy

According to Diagram 1, the ins and On Service Training consist of 4 (four) major components, namely: (i) input, (ii) process, (iii) output, and (iv) Outcome. In input component, the raw input is PAUD supervisor. The supporting input is qualified facilitators, fine learning system, teaching materials based on the

competence of PAUD supervisors, learning facility based on andragogy approach, and the ability of PAUD supervisors. Last Input is learning environment, focused on the availability of decent infrastructure and conducive learning surroundings.

The process steps divided into 3 points, which are (i) in service training, (ii) On service training, and (iii) evaluation. In service, training activity is an indoor training for 45 minutes for each 30 Learning Hours (Jam Pembelajaran/JP). Then, On Service training activity is an activity where the supervisors improve their competence in their PAUD institutions. Lastly, evaluation of the training program done by evaluating the competence of supervisors such as attitude, knowledge, and skills.

The output step will see after the training finish. The expectation will include the improvement in supervisors' competence (attitude, knowledge, and skills), which can conclude from the questionnaire result (for the attitude), the pretest and post test results (knowledge) and the observation result of both In service training and On service training activity (skills). The outcome of the training will see the results of supervision of teachers, PAUD tutors about the effectiveness and efficiency of learning.

Training activity did by supporting input such as Main points of the training program (Garis-Garis Besar program relation /GBP) and training Requirements (Satuan Acara Pelatihan /SAP) like Teaching Material, syllabus, and Training Participant Worksheet. Each inputted normative structure and systematic. Finally, the content of the input based on the training that will teach.

3.2. Material Devises Design

Teaching material developed as teaching materials used in the training activities based on andragogy contains material descriptions within the scope of supervisory competence and andragogy. Validation of teaching materials includes (i) material content, (ii) teaching material structure, and (iii) language.

3.3. ManagerialSupervisory Program Devices Design

This design is about devices for managerial, include (i) supervision program, (ii) supervisory instrument, (iii) supervisory report. Furthermore, the supervisory instrument covers: (a) managerial supervision instrument, (b) monitoring and guidance instrument for principal, and (c) guidance instrument for a teacher to educate learners. The survey result shows that most of these devices not prepared by some supervisors, especially PAUD supervisors. Therefore, these devices are attempted to provided through the development of this model.

3.4. Academic Supervision Program Devices Design

Similar to the previous design, the devices for academic supervision program also includes (i) supervision program, (ii) supervisory instrument, (iii) supervisory report. Furthermore, the supervisory instrument covers: (a) managerial supervision instrument, (b) monitoring and guidance instrument for principal, and (c) guidance instrument for a teacher to construct teaching syllabus and devices. The survey result shows that some of the supervisors do not prepare most of these devices.

3.5. Educational Evaluation Program devices design

Educational evaluation program devices include: (i) evaluation program, (ii) evaluation instrument, (iii) evaluation report. The evaluation instruments include (a) instrument for principal performance appraisal, (b) instrument for learning monitoring and students report, and (c) instrument for teacher coaching in managing assessment in school. These instruments are also not provided by the PAUD supervisors. Therefore, the devices are necessary to be developed.

4. Closing

4.1. Conclusion

The conceptual designs developed in this research include (i) training devices and design, (ii) teaching material design, (iii) evaluation program device design and its instrument, (iv) academic supervisory device design and its instrument and (v) Managerial, supervisory program device design and its instrument.

4.2. Suggestion

This conceptual design needs further investigation to give more effective and efficient model.

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