

Correlation between the Induction Program and the Performance of Early Childhood Beginner Teacher

Fauziah Rahmat

^aSchool of Post Graduates Indonesia University of Education, Jl. Setiabudhi No. 229, Bandung, Indonesia

Corresponding e-mail: fauziahrahmat@rocketmail.com

Abstract: This article discusses how the induction program correlates with the performance of an early childhood beginner teacher. The population in this research is early childhood education beginner teacher. That is, they that have the working experience less than or equal to three years (≤ 36 month). While the sample in this study is taken with the non probability sampling techniques. The instrument used to collect the data is the questionnaire. The hypothesis in this study is there is a correlation between the induction program for beginner teacher and the performance of early childhood education beginner teacher. In this case the intended variables are the induction program for beginner teachers (x) and beginner teacher performance (y). The measurements are performed using Pearson product moment correlations because data from both a variable analyzed in the form of data interval. The result shows that there is no correlation between the induction program for beginner teacher and the performance of early childhood education beginner teacher (under the 0.05 criteria).

Keywords: beginner teacher, the induction program, teacher performances

1. INTRODUCTION

Teacher performance is a point used to maintain a qualified education. The quality of it is affected by intrinsic factors such as motivation and extrinsic factors such as the development from other parties. Among various common reasons why one would choose to become a teacher is the noble reputation it carries or merely as a side job. Suhud (2009) mentioned at least two rationales which motivate someone becoming a teacher – physical (for living) and spiritual (to serve). Nevertheless, reasons or motivation should never hinder teachers from giving the best performance in their roles. Though ideally being a teacher as a profession is used as a way to fulfil both physical and spiritual needs, motivations likely change.

The high intensity of in and out flows of teachers and the incompatibility of their educational backgrounds are common issues found in the Early Childhood education. Meanwhile, there is lack of trainings. Gutek (2012) mentioned that the lack of well-planned workshop programs in preparing for reflective and adaptive teachers obstruct their working conditions and effectiveness. Since teaching is

a profession which demands a prolonged and continuous trainings and development, therefore a job-integrated training program is needed as a part of the reassurance of a quality education.

One way application of this job-integrated development program can be conducted by the Head of School. This relates to its function as a supervisor. A head of school is responsible in building up the teachers, especially the beginner teachers through an induction program. It is an orientation program for teachers which is held during their first year and can be repeated during the upcoming year as needed. This program is carried by the head of school or another teacher appointed by the head of school. It is assumed to contribute to the performance of a beginner teacher; however, its extensive contribution takes further investigation.

A research done by Susanti (2012) reported that the induction program in Sekolah Dasar Negeri Banyuroto, Magelang was conducted in an interactive and well-planned guidance where teachers were given feedback upon their performance. Meanwhile, in her research, Sulistiani (2014) found that the better

and higher induction program followed by a beginner teacher the most positive impacts it gives for the teachers in developing their teaching and learning management. Such typical researches have not been broadly done, especially in the scope of an Early Childhood education. Therefore, this article discusses how the induction program correlates with the performance of an early childhood beginner teacher.

2. LITERATURE REVIEW

2.1. The Induction Program for Beginner Teachers

The induction Program for beginner teachers is an orientation activity, in-house trainings, development and the practice time in solving various issues regarding the teaching and learning processes as well as guiding and counseling media for beginner teacher at their teaching places. Beginner teachers refer to those who for the first time given tasks in conducting the teaching and learning processes as well as guiding and counselling in the educational sector hold by the government, regional government or community. In accordance to the guidance of the Induction Program Application for Beginner Teachers issued by the Directorate General for Quality Teacher and Educational Staff Development of the National Education Department in 2010 the induction program is held during the first teaching year of a beginner teacher and can be repeated during the upcoming year or prolonged as needed. Based on this argument therefore in this research an early childhood beginner teacher is defined as a teacher with three years or less of teaching experience.

Generally, the implementation of the induction program aims to guide beginner teachers in adapting to the working condition and the school culture. It is also meant to support the beginner teachers in conducting their job as a professional teacher. In particular, for beginner teachers as civil servant candidates or civil servants the induction program is a requirement for the assignation as a functional teacher position. Meanwhile, for non-civil servant beginner teachers, the program is required for the assignment as a permanent teacher.

The induction program should be organized with attention to some principles. First, the principle of professionalism. That is, conducting a program of induction is based on the code of ethics of the profession, the appropriate field of the task. The second principle is partnership. That is, conducting a program of induction is done on the basis of working relationships within the team. Third, the principle is accountability. Thus--can be accounted for to the public. The fourth principle is sustainable. That is, it is done continuously by always held an improvement over previous results.

The induction program should be organized in a planned, gradual, and sustainable. Starting from the stage of preparation, observation, assessment, reporting and the granting to the follow-up. Performed by the principal or another teacher who has experienced and is appointed by the principal. In this study, data about the induction program collected through the now closed with the question. The questions posed try uncovering the induction program experience obtained the beginner teachers.

The performance is defined as something that is attained, achievements shown, the ability to work. Performance is the action or process of carrying out or accomplishing an action, task, or function. For teachers, the performance is certainly related to satisfy the competency as a professional teacher. As for formal, as listed in Act No. 14 of 2005, Chapter 1, 1 grain of teachers and professors, teachers are professional educators with the main task of educating, teaching, guiding, directing, train, assess, and evaluate learners in the early childhood education path of formal education, elementary education, and secondary education. Thereby, assessing the performance of teachers means assessing the indicators of teacher professional competency.

There are many efforts to develop the competence of teachers. Among them such as delivered (2014) i.e., by blending professional potential and the implementation of basic tasks, through the interaction of formal education and training, carry out activities centered on the potential of the individual, as well as establishing a system of organization and management of the environment.

Induction program as an attempt to help the beginner become professional teachers in accordance with this opinion.

In carrying out the task, a teacher will always be judged from its ability in mastering the knowledge and application of knowledge and skills as the competence required of a professional teacher, as set forth in the regulation of the Minister of national education in the 2007 number 16 of the standard academic qualification and competence of teachers. Therefore, the assessment of the teacher performance to be enabled to assess the ability of implementing all the necessary skills and competence in the learning process, supervision, or the implementation of additional tasks that are relevant to the functioning of the school.

However, the teacher performance assessment is the assessment of each of the main task of the teacher activities grain in order coaching career, line, and his position, so that the results of the assessment also serve to calculate the number of credit as part of the process of career development and promotion of teachers to increase the rank and position of its current status. In addition, it is also certainly worthwhile for the determination of policy related to improved quality and performance of the teacher as the spearhead of the implementation of the educational process. And, no less important is to be input for teachers so as to know the elements of the performance, strengths and weaknesses to improve their performance.

In this study, the data of beginner teacher performance is measured on the basis of the assessment carried out by the principal by using question form contains questions that including indicators on the four competencies of teachers: personal, social, pedagogical, and professional.

For beginner teachers, conformity with new tasks in various aspects is an important indicator to keep the motivation of working. To that end, supervision becomes very important. For this to happen, the training portion is more concerned with the administration rather than associated with professionalism. Not that those administrative things aren't important, but the coaching needs to be balanced with the development of

professionalism. Surya (2014) expresses his opinion regarding the three pillars of professional development (the term refers to the quality of members of the profession). First, have a superiority in a particular field. Second, have the mental attitude is indicated with a strong passion to increase knowledge, perform the task perfectly, giving the best services according its responsibility, and embodies the devotion on the basis of humanity. Third, have the ethics embodied in a trustworthy character, responsibility, respect, honesty, and caring.

Hariyanti (ND) reported on his research that the teachers who are able to apply the four competency educator is the decisive success of character development of students. Whereas in other research, Wardhani (2013) found that positive and influential teacher performance significantly to motivation to study certain relationships of 0.612. The student is indeed the party that directly impacts the quality of the performance gain of teachers. Student success is the direct evidence of the success of the teacher. Therefore, teachers need performance quality control very supervised. This is supported among others by Purwadi & Hariyanti (ND) in his performance evaluation concluded that the need to continue to monitor the performance improvements. Purwadi & Hariyanti even suggested that there are sanctions in the form of delay allowances for teachers whose performance is not appropriate.

However, it still needs to be recognized that the teacher performance assessment conducted during these still tinged permissive actions so that teachers don't really got feedback to suit its performance. Circumstances later led to the succession is unclear. It is that by (2014) called one of the psychological teacher's dilemma in addition to routines that tend to inhibit the development of creativity or lack of involvement in decision-making on education. Meanwhile, the requirement for teachers to behave is fairly high normative ideal, so any help or guidance or orientation for teachers beginners become crucial. Because the activity of orientation or induction program, the dialogue on the development of professional duties can be awakened. Shove off from things, the researchers suspect that there is a relationship

between the induction program and early childhood education teachers beginners performance.

3. METHODOLOGIES, COLLECTION AND ANALYSIS OF DATA

This is a correlational research. The population in this research is early childhood education beginner teacher. That is, they that have the working experience less than or equal to three years (≤ 36 month). While the sample in this study is taken with the non probability sampling techniques. More specifically, accidental sampling a sampling technique that is not set and retrieve data from sampling units encountered (Zuriah, 2006). This is due to some of the samples randomly drawn previously not willing to respondents so that the data collected is small. This acclaimed researchers as one of the flaws in the research.

The instrument used to collect the data is the questionnaire. Twenty-five of the closed questions posed to teachers. The two-fifty-five questions tried to find the beginner teacher experienced the induction program. Answers are provided as an option are Yes and no. For every Yes answer is given one score and the No answer is given no score (zero). Total score, then becomes the data of the first variable (X): induction program. While the 15 questions about teacher performance assessment presented to the principal. The choices provided include excellent, good, sufficient, and less. Each answer sequentially assigned of four, three, two and one. The total score obtained become the data for variable performance of novice teachers (Y).

As has been previously told, this paper seeks to know whether there was a relationship between the induction program with beginner teacher performance. The data were analyzed using statistical analysis studies to measure the degrees of freedom between variable. In this case the intended variables are the induction program for beginner teachers (x) and beginner teacher performance (y). The measurements are performed using Pearson product moment correlation's because data from both a variable analyzed in the form of data interval. And, in this case the degree does not indicate a causal relationship.

4. DISCUSSION

As was mentioned earlier, the hypothesis in this study is *there is a correlation between the induction program for beginner teacher and the performance of early childhood education beginner teacher*. The following table shows the empirical data were collected.

Table 1. Data of the Observing Sample

The Respondent	Working Experience (in month)	Age (years)	Received an induction program experience score (x)	Score of performance (y)
1	2	19	23	46
2	2	24	24	46
3	2	20	24	46
4	3	35	20	51
5	3	27	25	51
6	3	44	25	46
7	3	43	23	46
8	3	19	25	46
9	3	16	23	35
10	12	42	18	42
11	12	18	25	51
12	12	29	24	46
13	12	19	25	46
14	12	19	25	46
15	12	30	23	46
16	14	23	22	51
17	22	22	25	48
18	22	21	25	49
19	24	24	11	50
20	24	22	23	51
21	26	21	24	46
22	29	36	20	51
23	36	22	23	46
24	36	21	23	46
Average			$\bar{x} = 22,83$	$\bar{y} = 47,00$
Standar Deviation ()			$S_x = 3,12$	$S_y = 3,56$

From that hypotheses, I made these pair of statistical hypotheses:

$$\begin{cases} H_0: \text{there is no association between } x \wedge y \\ H_1: \text{there is association between } x \wedge y \end{cases}$$

$$\text{or} \quad \begin{cases} H_0: \mu = 0 \\ H_1: \mu \neq 0 \end{cases}$$

With decision criterion: H_0 is rejected

when $r \leq \text{critical values}$

Using these formulas:

$$COV = \frac{(x - \bar{x})(y - \bar{y})}{n} \quad (1)$$

$$r = \frac{COV}{s_x s_y} \quad (2)$$

The observing sample result $COV = -1.21$

dan $r = -0.11$

The value of $r = -0.11$ reflects the degree to which relative positions on x match up with relative positions on y. Coladarci, et. Al (2011) say that the strength of association (r^2), in this case $r^2 = 0.01$, is the coefficient of determination of common variance shared by two variables. It didn't mean that 0.01 represents 1% association. Under the 0.05 criterion and degree of freedom ($df = n - 2 = 24 - 2 = 22$), it obtained $\text{critical values} = 0.404$ and H_0 therefore is retained.

5. CONCLUSION

Retention of H_0 merely means that there is insufficient evidence to reject it and thus that it could be true. It doesn't mean that it must be true, or even that it probably true. This decision to retain $H_0: \mu = 0$ indicates

that there is no correlation between the induction program for beginner teacher and the performance of early childhood education beginner teacher (under the 0.05 criterion).

REFERENCES

- Coladarci, Theodore. Cobb, Casey D. Minium, Edward W. & Clarke, Robert B. (2011). *Fundamental of Statistical Reasoning in Education*, 3rd Ed. USA: John Willey&Sons.
- Direktorat Jenderal Peningkatan Mutu Pendidik dan Tenaga Kependidikan Departemen Pendidikan Nasional. (2010). *Modul Program Induksi Guru Pemula Bagi Kepala Sekolah/Madrasah*.
- Gutek, Levin Ornstein. (2012). *Foundation of Education*. Ed. 11th. USA: Wordworth.
- Hariyanti, Dwi Prasetyawati Dyah. (ND). *Peningkatan Kinerja Guru PAUD dalam rangka Pengembangan Karakter Peserta Didik*. On line. Download on October 5th 2015. Available at: <http://prosiding.upgrisng.ac.id/index.php/PAUD/pau d/paper/view/93/240>
- Purwadi & Hariyanti, Dwi Prasetyawati Dyah. (ND). *Pengembangan Kinerja Guru PAUD melalui Evaluasi Bagi Guru PAUD Bersertifikasi*. On line. Download on October 5th 2015. Available at: <http://prosiding.upgrisng.ac.id/index.php/PAUD/pau d/paper/view/100/239>
- Sugiyono. (2006). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Suhud, Usep. (2009). *Guru Profesional: Menurut Siapa*. Teachers Guide Vol. 3 ed. 08 2009
- Surya, Mohamad. (2014). *Psikologi Guru Konsep dan Aplikasi*. Bandung: Alfabeta.
- Wardani, Vetti Priskilla. (2013). *Pengaruh Kinerja Guru Terhadap Motivasi Belajar Anak Kelompok B Sekolah Taman Kanak-kanak Dharma Wanita Se Kecamatan Kedu Kabupaten Temanggung*. Skripsi. Universitas Negeri Yogyakarta. Tidak Diterbitkan.
- Zuriah, Nurul. (2006). *Metodologi Penelitian Sosial dan Pendidikan Teori Aplikasi*. Jakarta: Bumi Aksara.
- Susanti. (2012). *Pengelolaan program induksi guru pemula di sdn banyuroto kecamatan sawangan kabupaten magelang*. Thesis. Universitas Muhammadiyah Surakarta. Unpublished.
- Sulistiani, Wahyu Okta. (2014). *Hubungan antara Pelaksanaan Program Induksi Guru Pemula dan Kinerja Guru dalam Meningkatkan Manajemen Pembelajaran pada SDN di Kota Malang*. Mini Thesis. Universitas Negeri Malang. Unpublished.

