

## **BAB V**

### **PENUTUP**

Bab ini akan membahas mengenai kesimpulan dari penelitian yang dilakukan, implikasi teoritis dan manajerial serta keterbatasan penelitian yang mencakup saran bagi periset selanjutnya.

#### **5.1 Kesimpulan**

Kompetensi yang dalam pernyataan R Palan didefinisikan sebagai karakteristik dasar seseorang yang memiliki hubungan kausal dengan kriteria referensi efektivitas dan/atau keunggulan dalam pekerjaan atau situasi tertentu ini dalam permodelannya digolongkan atas jenis kompetensinya. Peneliti melebur karakteristik-karakteristik dasar yang meliputi pengetahuan, keahlian, konsep diri, nilai-nilai, karakteristik pribadi dan motif yang disebut sebelumnya di definisi itu menjadi tiga jenis kompetensi yaitu kompetensi inti, kompetensi perilaku dan kompetensi fungsional. Dimana untuk kompetensi inti digunakan model pendekatan universal karena kompetensinya akan diterapkan untuk seluruh anggota dalam organisasi. Lain kata, model ini merupakan “satu ukuran untuk semua” dan tidak begitu terkait fungsi/pekerjaan tertentu (Palan, R : 2008, 37). Berbeda dengan dua jenis kompetensi lainnya yang peneliti

rangkai dengan model pendekatan berganda karena kompetensi yang ada di dalamnya sesuai dengan pekerjaan dan levelnya.

## **5.2 Implikasi Manajerial**

Implikasi manajerial yang ditawarkan oleh peneliti bertujuan pada pihak yang diriset yaitu Jogjakarta Montessori School. Mengingat jenis penelitian yang merupakan studi kasus, implementasi hasil penelitian ini adalah unik. Seperti yang terdapat dalam isi bahwa model yang ada mampu diimprovisasi menjadi model kompetensi untuk pengadaan training karyawan. Juga dapat diambil bagian yang relevan untuk proses rekrutmen dan seleksi karyawan. Apabila seperti yang diharapkan pihak sekolah juga dapat direalisasikan bahwa model ini dapat dikembangkan lebih lagi untuk digunakan sebagai sarana acuan untuk menerapkan sistem kompensasi. Namun, secara lebih luas, untuk sekolah/organisasi lain penelitian ini sama-sama merupakan pedoman dan langkah awal dari penggunaan model kompetensi untuk rekrutmen, seleksi, pelatihan, manajemen karier dan kompensasi. Tiga implikasi manajemen kompetensi dapat membantu organisasi jika digunakan dengan efektif. Implikasi yang pertama ialah akuisisi kompetensi. Bagian R&D yang kerap kali mengadakan rekrutmen mampu menggunakan model ini. Juga untuk pengembangan kompetensi. Dimana model ini telah dilengkapi oleh ukuran kinerja yang juga dapat digunakan sebagai media evaluasi kinerja, dapat pula digunakan untuk memberikan program-program pengembangan

yang sesuai bagi setiap individu. Transparansi dalam pemberian umpan balik menjadi penting sehingga karyawan dipacu untuk dapat proaktif dalam pengembangan kompetensi mereka masing-masing. Implikasi manajerial yang ketiga yaitu penyebaran kompetensi melalui hasil observasi peneliti, mungkin akan jarang digunakan di JMS. Namun, sangat tidak menutup kemungkinan. Seperti yang sebelumnya terjadi, pustakawan sekolah kemudian beralih menjadi guru TK. Tidak mustahil pula jika guru juga akan nisa beralih menjadi staf.

### **5.3 Keterbatasan Penelitian**

Penelitian yang dilakukan memiliki beberapa keterbatasan sebagai berikut:

a) Sampel kriteria yang tidak efektif :

Proses sampel kriteria yang sesungguhnya diharapkan mampu memberikan indikasi mengenai perilaku yang unggul dan efektif tidak dapat tercapai. Hal ini disebabkan level tenaga pengajar yang ada selama ini tidak berdasarkan kinerja melainkan lama kerja. Hal ini membuat pernyataan mengenai kinerja unggul menjadi kabur dan tidak sistematis. Sebagai solusinya kreatifnya, kebutuhan untuk identifikasi kinerja unggul dan efektif didapatkan oleh peneliti melalui modul-modul intern organisasi yang berisi mengenai filosofi dan standar kinerja tenaga pengajar berbasis Montessori. Dapat terlihat bahwa di sampel kriteria, pernyataan mengenai kinerja unggul dan efektif sulit untuk ditemukan. Namun melalui

modul yang ada justru memberikan pandangan yang lebih luas dan mendalam mengenai kompetensi-kompetensi yang dibutuhkan.

b) Tidak adanya kamus generik :

Berbeda dengan organisasi profit yang dapat dengan mudah ditemukan kamus kompetensi generiknya, JMS memiliki corak yang berbeda dimana JMS adalah organisasi pendidikan. Keunikannya lagi ialah kurikulum dan corak kompetensi yang dibutuhkan di tenaga pengajarnya sangat berbeda dengan tenaga pengajar di sekolah umum. Kamus kompetensi generik dapat diusulkan dalam panel ahli melalui modul kerja dan filosofi nilai Montessori.

c) Belum adanya sistem kompetensi terdahulu :

Meski di satu sisi menyederhanakan proses dimana peneliti tidak perlu menyesuaikan model baru dengan yang selama ini dipakai, tidak adanya sistem kompetensi sebelumnya membuat para responden sebagian besar menjadi kurang peka dan kurang proaktif dalam proses uji coba model. Mayoritas responden menjadi pasif karena menyamakan form uji coba yang diberikan sebagai form evaluasi semester mereka. Dimana evaluasi yang dilakukan lebih menuntut keaktifan *evaluator*.

## 5.4 Saran

### a) Saran bagi Jogjakarta Montessori School

#### 1. *Top-down Communication*

Pihak peneliti tidak mampu berkomunikasi dengan seluruh anggota organisasi. Peneliti cenderung berkomunikasi secara lebih intensif dengan individu-individu yang menduduki jabatan struktural di atas. Hal ini akan menjadi efektif jika informasi-informasi yang butuh diketahui responden pada umumnya disebarkan oleh orang yang lebih dulu mendapatkan informasi. Selain akses yang terbatas, akan lebih efektif jika informasi tersebut disampaikan sendiri oleh rekan yang berada dalam satu pihak (pihak intern).

#### 2. Budaya organisasi

Setajam apapun analisa peneliti mengenai pekerjaan sebagai guru di sekolah Montessori atau sebaik apapun pemahaman dan pengetahuan mengenai deskripsi pekerjaan yang ada, suatu model kompetensi hanya akan tetap berada di atas kertas apabila organisasi tidak memiliki budaya organisasi yang cukup kuat untuk mampu merealisasikannya. Jika saat ini organisasi merasa budaya organisasinya belum cukup kuat, inilah saatnya untuk mulai membangun dan mensosialisasikan budaya-budaya yang diinginkan ada di organisasi.

b) Saran bagi peneliti selanjutnya

Peneliti menyarankan dua hal utama bagi peneliti selanjutnya yang mengambil topik ini, yang dirasa paling krusial dalam kesuksesan penelitian. Hal tersebut yaitu :

1. Penguasaan materi dan pengetahuan praktis

Peneliti harus memiliki kemampuan unggul dalam penguasaan materi mengenai manajemen kompetensi ini serta pengetahuan praktis untuk penerapan materi yang telah dikuasai tersebut. Hal ini penting untuk menjaga kestabilan situasi selama penelitian menyadari peneliti dan pihak yang diteliti memiliki perbedaan perspektif, yaitu perspektif akademik dan praktis. Peneliti pada akhirnya harus dapat menjembatani *gap* yang ada tersebut dan merubahnya menjadi kekuatan riset (akademik dan praktis).

2. Kemampuan komunikasi

Memiliki kemampuan komunikasi yang unggul bukan hanya bahwa yang diungkapkan dapat dimengerti, namun juga termasuk mampu mengarahkan pihak yang diteliti yang notabene hampir seluruhnya berstatus lebih tinggi dan berusia lebih tua dari peneliti. Juga akan lebih efektif jika mampu membangun nilai ketertarikan sehingga peran pihak yang diteliti juga mampu bersikap pro aktif. Mengingat jenis penelitian yang berbentuk studi kasus, peneliti selanjutnya juga harus mampu berkomunikasi dengan efektif dalam menggali informasi-informasi yang dibutuhkan untuk penelitian.

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Unit code and name
A 1 <i>Profesionalism</i>
Indicator <ul style="list-style-type: none"> <li>a) Arrive on time</li> <li>b) General health does not interfere with responsibilities</li> <li>c) Personal bussinessness does not interfere with responsibilities</li> </ul>
Evidences

Unit code and name
<i>A 2 Being part of organizational teamwork</i>
Indicator <ul style="list-style-type: none"> <li>a) Show an awareness of the needs of the whole group.</li> <li>b) Contribute to and share responsibly in, school's corporate life.</li> <li>c) Participate in the program, event, and session that held by school.</li> </ul>
Evidences

Unit code and name
A 3 <i>Communication Skill</i>
Indicator <ul style="list-style-type: none"> <li>a) Express idea or suggestion from parents in appropriate manner.</li> <li>b) Express idea to superior or other school staff.</li> <li>c) Express idea, criticism or support to other teacher.</li> <li>d) Have a proper and positives communication with student's parents.</li> </ul>
Evidences

Unit code and name
B 1 <i>Child Development</i>
Indicator <ul style="list-style-type: none"> <li>a) Differentiate their teaching to meet children's individual needs.</li> <li>b) Make accurate and sensitive records of children's attainment and progress</li> <li>c) Know and understand how physical, intellectual, linguistic, social, cultural and emotional that affects children's learning and how to develop them.</li> <li>d) Make an appropriate use of a range of monitoring, feedback and assessment strategies to evaluate children's development progress.</li> </ul>
Evidences

Unit code and name
<b>B 2 <i>Having Extended Teaching Skill</i></b>
Indicator <ul style="list-style-type: none"> <li>a) Have a secure knowledge and understanding of the subjects they are training to teach.</li> <li>b) Give the children content and directions explanation</li> <li>c) Up to date regarding curriculum content and show in the class</li> <li>d) Improve their own teaching by evaluating it, learning from the effective practice of others, and from evidence.</li> </ul>
Evidences

Unit code and name
<b>B 3 <i>Handling Problem and Study Environment</i></b>
Indicator <ul style="list-style-type: none"> <li>a) Organise and manage learning and teaching effectively</li> <li>b) Analyze and makes adjustment about classroom environment.</li> <li>c) Employ a range of strategies to promote good behaviour and establish a purposeful learning environment</li> <li>d) Governing student verbal participation and talk during different types of activities : whole class, small group, etc.</li> </ul>
Evidences



Unit code and name
<b>B 4 <i>Planning and Preparation Skill</i></b>
Indicator
<p>a) Make and submitted lesson plan, program, schedule effectively for the class.</p> <p>b) Prepare all of Materials, Art, supplies, equipment and room ready and clean.</p> <p>c) Plan individual program and help children in Montessori method appropriately.</p> <p>d) Set appropriate learning and teaching objectives and outcomes.</p>
Evidences

Unit code and name
<b>B 5 <i>Model positive behaviour</i></b>
Indicator <ul style="list-style-type: none"> <li>a) Greet students and co teacher in a friendly and pleasant manner.</li> <li>b) Greet other school staff and superior in a friendly and pleasant manner.</li> <li>c) Accept criticism, complain and suggestion from co teacher or superior gracefully</li> <li>d) Manage and handle feeling, tense situation and regain composure</li> <li>e) Being good and supportive teacher to other co-teacher</li> <li>f) Being good and supportive person to other school staff and superior</li> <li>g) Display enthusiasm / positive approach</li> </ul>
Evidences

Unit code and name
<b>B 6 <i>Teacher - Parents Relations</i></b>
Indicator <ul style="list-style-type: none"> <li>a) Treat all parents and colleagues with professionalism, courtesy and respect.</li> <li>b) Greet parents in a friendly and pleasant manner.</li> <li>c) Communicate with parents appropriately regarding student progress.</li> <li>d) Accept criticism, complain and suggestion from parents in positive way.</li> </ul>
Evidences

Unit code and name
<b>B 7 Creativity</b>
Indicator <ul style="list-style-type: none"> <li>a) Use and try various techniques to meet children goal and progress</li> <li>b) Presentation is creative and almost children understand the material</li> </ul>
Evidences

Unit code and name
B 8 <i>Discipline</i>
Indicator
<ul style="list-style-type: none"> <li>a) Ready for the first student</li> <li>b) Maintain classroom in good, clean, and healthy</li> <li>c) Maintain apparatus in good, clean, and ready to be used</li> <li>d) Make daily communication book effectively and record in the child profile daily</li> <li>e) Handling other routine administrative matters</li> <li>f) Evaluate lesson plan and class everyday and make a note for better presentation</li> </ul>
Evidences

Unit code and name
<b>B 9 <i>Handling Child</i></b>
Indicator
<ul style="list-style-type: none"> <li>a) Assist children appropriately in Montessori learning method</li> <li>b) Aware of respond appropriately to the needs of the children during the lesson</li> <li>c) Speak with children in soft and clear voice, never yell</li> <li>d) Treat children well and not abusive</li> <li>e) Explain children and try to make them understand about their mistakes.</li> <li>f) Help children to express their feeling in appropriate manner</li> <li>g) Manage and handle disruptive children in the class</li> <li>h) Have a good control of error about children' activities</li> </ul>
Evidences

Unit code and name
<b>C 1 <i>Personal Qualities as Montessori Teacher</i></b>
Indicator <ul style="list-style-type: none"> <li>a) Understand the school philosophy</li> <li>b) Understand about Montessori method and practice</li> <li>c) Understand about child development</li> <li>d) Understand about school policy and rules</li> <li>e) Being an observer, frequently monitors the behaviour of all students.</li> <li>f) Know and understand the job and my work that assigned from school as teacher</li> <li>g) Personal appearance is suitable for teaching job</li> </ul>
Evidences

Unit code and name
<b>C 2 <i>Personal Qualities as Person</i></b>
Indicator <ul style="list-style-type: none"> <li>a) Emotionally stable, demonstrate self control</li> <li>b) Have no conflict with detract from work with children</li> <li>c) Meets difficult situation effectively</li> <li>d) Maintain professional attitudes on the job, in my demeanour and my personal relationship</li> </ul>
Evidences





### A 1 *Profesionalism*

- Indicator :
- a) Arrive on time
  - b) General health does not interfere with responsibilities
  - c) Personal bussinessness does not intefere with responibilities

Teachers' evidences:

Fransiska Riana Veni	<ul style="list-style-type: none"><li>a) Arrive at school at 7 or at least &lt; 7.10</li><li>b) Yes.</li><li>c) I have done my responsibilities 1st before do my personal bussiness</li></ul>
Monika L. Silalahi	<ul style="list-style-type: none"><li>a) Usually more than 7.10</li><li>b) It does not, but my children healthy influenced to my presence at school.</li><li>c) It does not as I did my work first at school.</li></ul>
Anastasia Hermawati	<ul style="list-style-type: none"><li>a) Sometimes on time, sometimes not</li><li>b) I am healthy and can work well.</li><li>c) My personal bussiness doesn't interfere with my responsibilities,</li></ul>
Ratna Pustitasari	<ul style="list-style-type: none"><li>a) I came at around 7.00 till 7.15 every day</li><li>b) Most of the time, we still come to school although we feel unwell.</li><li>c) -</li></ul>
Yuni Setiyaningsih	<ul style="list-style-type: none"><li>a) Arrive around 7- 7.30, except there is something like flat tyre, accident, etc</li><li>b) If I feel "not well" / sick but I still can face it, I will go to work. But, if it is too painful I have to decide not to go rather then going to work but will have bad influence at work. I prefer go to doctor or secure my self first.</li><li>c) I will think over b4 I take a leave for my personal bussiness especially during Monday- Friday when</li></ul>

	<p>children come cos it will be hard for the partners that we leave. I see the importance of the bussiness</p>
Anita	<ul style="list-style-type: none"> <li>a) The finger print records every day. I usually come before 7.05</li> <li>b) I rarely be absent during the effective school days. The record of my absence is in the principle and R&amp;D.</li> <li>c) I rarely be absent and try to do all my responsibilities well. Although there is a personal bussiness I would take my leave and communicate with my partners first.</li> </ul>
Indah Triwidya P.	<ul style="list-style-type: none"> <li>a) Comes around 7-7.30</li> <li>b) If I feel so sick, I will ask permission to stay at home with the letter of a doctor. But if I feel I can go to work, I will come to school. It depends on how important personal bussiness is. If I still have take a leave, I will take it.</li> </ul>
Lawretta M. Tornetta	<ul style="list-style-type: none"> <li>a) Actually, I'm late often. It's difficult to drive quickly after I had an accident.</li> <li>b) Usually I come to school even though I have small health problems (cold, flu)</li> <li>c) Never, I have many situations that may interfere with my job but I keep the two things apart.</li> </ul>
Mr. Anto	<ul style="list-style-type: none"> <li>a) I arrive at 7.02-7.04 every day</li> <li>b) I have zero absence for the past six months.</li> <li>c) I can handle my personal bussiness after school/ not in school hours.</li> </ul>
April	<ul style="list-style-type: none"> <li>a) In my daily school routine. I always try to come before 7.00. Although in case, there are some</li> </ul>

	<p>times I came at 7.15. But, so far I never come more than 7.15.</p> <p>b) As long as I am in this institution, my general health doesn't distract me from my responsibilities related with class routine and the preparation. It looks from my full presence in whole day in 3 months.</p> <p>c) So far, I never bring my own bussiness to school, whether the emotion or time.</p>
Putri	<p>a) I usually arrive at 7 or 7.05 0'clock</p> <p>b) Doesn't interfere with responsibilities</p> <p>c) Doesn't interfere with responsibilities</p>
Ika Yuniana	<p>a) I usually arrive at school at least 15 minutes before class started</p> <p>b) I do not have any trouble with my personal health that interfere my responsibilities so far. (please check my attendance list)</p> <p>c) I don't have any personal bussiness that interfere my responsibilities.</p>
Agti Nalurita	<p>a) I usually arrive after 7 a.m But i'm ready before class started.</p> <p>b) I go to school even when I get fever</p> <p>c) I will not mix my personal bussiness with my responsibility at school. But if is related to my family member health I usually take a leave after class. I will ask a day off when there is urgent situation.</p>
Sari Ekawaty	<p>a) I always come on time. Before 7 am, I already arrive at Bambini</p> <p>b) As long as I can go to work, I will go. But if I feel</p>

	<p>I cant stand it I will ask for permission. So, it depends on the sickness.</p> <p>c) It depends on the personal bussiness . How important it is. Usually I use my take a leave for my personal bussiness .</p>
Fransisca Luky Dian K.	<p>a) I usually arrive on time. Sometimes, I came late. However, I encourage myself to arrive on time.</p> <p>b) I keep my body healthy, so general health doesn't interfere with responsibilities.</p> <p>c) I can differentiate between personal bussiness with responsibilities. I focus on my work when im at school.</p>
Galuh	<p>a) Sometimes. Sometimes I have something else that should be done first every morning.</p> <p>b) Yes, I do. I don't have any problem with my general health. But, if I feel that im rly sick and think my condition cant support the class to run well, I will ask permission to take a rest. ( usually I will insert doctor's permission letter as the evidence)</p> <p>c) So far I can manage and divide my personal bus in order not to disturb my responsibilities.</p>
Via	<p>a) Sometimes I arrive on time. I come late if I get traffic jam in Jl. Godean every morning.</p> <p>b) I have no prproblem with my general health. I can handle my work although I got fever. I cant promise to do my work perfectly if I get pregnant because I will take care of my self and my baby for my main goal.</p> <p>c) So far, I have no personal bussinessness.</p>

Maria Christy	<p>a) Arrive on time. I always come on time. It can be proven by checking on fingerprint. Usually, I arrive at school at 7 oclock.</p> <p>b) General health does not interfere with responsibilities. I always make some efforts to be healthy. I also do my best to be professional on my job. I take care of my health very well. I do understand that my students and my partner need me.</p> <p>c) Personal bussinessness doesn't interfere with responibilities. My personal bussinessness doesn't influence my duty as a teacher. I always be professional in this case by differentiating between my own bussinessness and my job. My personal bussinessness never disturbs my duty. On the contrary, being a teacher is very joyful. I meet my kids every day and it makes me very happy. I never interfere my personal bussiness and my responsibility.</p>
Sarwinda Lestari	<p>a) Sometimes.</p> <p>b) Yes, it does.</p> <p>c) Yes, it does.</p>
Elly	<p>a) I try to arrive on time everyday.</p> <p>b) My personal bussiness doesn't interfere my work.</p>
Elisabeth Inatyas	<p>a) I usually come to school a bit late cos the road is too crowded in the morning and I need about 20 min to get here. I promise, il try to arrive on time.</p> <p>b) Keep health, go to school and do my job as teacher.</p> <p>c) We need to know how to differentiate between</p>

	<p>personal bussiness and others. I always try to separate between my personal matters, so it will not effect my responsibilities as a teacher.</p>
Meita Enjayani	<ul style="list-style-type: none"> <li>a) I try to arrive at school at least before the students are coming.</li> <li>b) Come to school eventhough I get a bit unwell health condition.</li> <li>c) I use the working hours only to do something related to Bambini.</li> </ul>
Natalia Christiani	<ul style="list-style-type: none"> <li>a) I always try to reach school at 7.15 a.m and be ready for the first session. I never have breakfast at school.</li> <li>b) I have low blood pressure. I need to pay attention to my daily meals. Eating dark leafy vegetables and food supplement is necessary to maintain my health.</li> <li>c) My personal affairs (family life or problems) has never disrupt my work performance. I set asside my problems at home cos my students will recognize my trouble mind and can get negative atmosphere from me.</li> </ul> <p>I have supportive husband and daughter. They didn't mind if I have to leave them for trips or trainings, as long as it is needed.</p>

## A 2 *Being part of organizational teamwork*

Indicators :    a) Show an awareness of the needs of the whole group.  
                      b) Contribute to and share responsibly in school's corporate life.  
                      c) Participate in the program, event, and session that held by school.

Teacher's evidences

Fransiska Riana Veni	a) Help partners or friends in Bambini who needs help. b) I do my best to contribute to and share responsibilities in. c) I always participated
Monika L. Silalahi	a) I'd like to discuss new issues with some teachers before shared it in the meeting. b) Yes, I do. I joined committee. c) Usually I joined enthusiastically, especially if it is support/develop my skills.
Anastasia Hermawati	a) I try to be aware of the needs of the whole group and help each other b) I share what I know to help / develop the school/team c) I always participate.
Ratna Pustitasari	a) We have meetings to discuss recent issues related to childdren and other things. We try to find solvency related to it. b) – c) I always join / participate in every program held by school.
Yuni Setyaningsih	a) I like to inform the other teacher both in same class or other class if my class needs some material/books so the other class will have the material that we need. b) Following the "buku kerja" 's rules, doing the teacher' job description. c) Participating school's events, such as Bambini's birthday, trainings, etc. For the next, I hope Bambini can have special



	program with all of Bambini staff and family too, so the program will be more succesful and merrier.
Anita	<ul style="list-style-type: none"> <li>a) Asking questions and offering a help when it seems my team needs help. I would gladly help them as far as I could.</li> <li>b) Participating in the school events/programs by being a part of the committee and work as best as I could</li> <li>c) Being the member of the committee and try to do the best for all.</li> </ul>
Indah Triwidya P.	<ul style="list-style-type: none"> <li>a) At least I can work as the job desc that I should do of course on teamwork. Do my best!</li> <li>b) That's my responsibility to contribute in my whole life, not only at school.</li> <li>c) As long as I can, I will join.</li> </ul>
Lawretta M. Tornetta	<ul style="list-style-type: none"> <li>a) I do my best</li> <li>b) I do my best</li> <li>c) I attend all school dates, events, even though sometimes I have different plans. It happened many times to come my personal dates and sacrifice my spare time for school's dates. Honestly, I don't like it that much, I would like to have my not-working time free.</li> </ul>
Mr. Anto	<ul style="list-style-type: none"> <li>a) –</li> <li>b) I give input in every meeting, which I think is important and urgent to discuss.</li> <li>c) I was active in many events as a part of committee in the pas 6 years, both in my school/working hour or outside of it.</li> </ul>
April	<ul style="list-style-type: none"> <li>a) Considering I am a new teacher, I am not really familiar with the needs of the whole group. But maybe just the detail of some apparatus that catch by my eyes, I will report it to my senior teacher.</li> </ul>

	<p>b) When we need to prepare our class and when we run our routine. We always try to share responsibility, for example when the other teacher are handling the upper children, I will observe and help the lower ones.</p> <p>c) I always give my best to participate in school program although I cant join some of the meeting that held by school cos of some class preparation need more time.</p>
Putri	<p>a) Yes, we show an awareness of the needs in our group</p> <p>b) Yes, I share responsibly in and school's corporate life.</p> <p>c) Yes, as I can, I do participate in the program, event, and session that held at school.</p>
Ika Yuniana	<p>a) I always try to listen and pay attention of the needs of the whole group (especially in toddler)</p> <p>b) I try to do that.</p> <p>c) If there is no any reason, I always joining / participate in the program, event, and session held by school. I ever joined training that held in the long holiday time, but I cant join gym that held twice a month cos I have class.</p>
Agti Nalurita	<p>a) I am actively participate in a team work.</p> <p>b) Yes, I do.</p> <p>c) I always tried to join the school program except when I have responsibility to stay in the class. E.g. gym on Saturday.</p>
Sari Ekawaty	<p>a) Based on my job description, I always show an awareness of the needs of the whole group.</p> <p>b) c) I always give contribution and participation for any programs that held by school.</p>
Fransisca Luky Dian K.	<p>a) I usually aware of the needs of the whole group cos I want to make a group / teamwork be solid, so we can run a program well.</p>

	<p>b) I share responsibly in and contribute to school development.</p> <p>c) I love make myself be a part of event that held by school.</p>
Galuh	<p>a) I will look at my surrounding, if there's something that must do (someday needs help) I will offer help and try to make a good cooperation with my friends.</p> <p>b) I follow all of the programs that the school provided as well as I can. By joining these activities I always try to improve my skill and quality.</p> <p>c) I always try to follow every school's programs, such as : gathering in tawang mangu, training, etc.</p>
Via	<p>a) I always try to be aware and helpful to my friends and partner's need to finish our work.</p> <p>b) I have tried to participated in competition (story telling) in Diknas Yogyakarta as my contribute at school.</p> <p>c) I always try to participate in events that held by school as far as I can. "Last time I didn't join training in Sanata Dharma cos I had no money to pay. I refused to join." I still take care of my mom to visit a doctor every months so that's why I refuse to join activity that needed money.</p>
Maria Christy	<p>a) Show an awareness of the needs of the whole group. I do understand that JMS is on the way to develop the quality in all aspects. That is why I realize that we (all teacher) should have the strong commitment to move forward together. I am proud of being the part of organizational teamwork by showing my awareness of the needs of the whole group.</p> <p>b) Contribute to and share responsibly in school's corporate life. Its quite important to share our ideas and give our contribution to school in order to make a good progress.</p> <p>c) Participate in the program, event, and session that held by</p>

	<p>school. I join all kinds of program, activity, event, and session that has already held by school. I do like it! All of those programs are able to unite all JMS and Bambini's teachers.</p>
Sarwinda Lestari	<p>a) I show it.</p> <p>b) Yes, I contribute to and share responsibly in school's corporate life.</p> <p>c) Yes, I participate in the program, event, and session that held by school.</p>
Elly	<p>a) I show an awareness of the needs of the whole group.</p> <p>b) I contribute to and share responsibly in school's corporate life.</p> <p>c) I participate in every program and follow the schedule program provided by school.</p>
Elisabeth Inatyas	<p>a) –</p> <p>b) –</p> <p>c) I participate in event and program that is held by school. I joined training program. I always join meetings.</p>
Meita Enjayani	<p>a) Helping partners.</p> <p>b) Doing my responsibility as teacher, partner.</p> <p>c) Take part in every program held by school.</p>
Natalia Christiani	<p>a) As a teacher coordinator, I try to manage and fulfill my colleagues or subordinates needs and concerns, both in school area or work force. I don't have any objection to share my lesson plans, teaching resources or any other learning aids, which school didn't provide.</p> <p>b) I gave instruction and managed our foreigner employee scope of work cos school didn't set job function for her.</p> <p>c) I always join any gatherings, trainings, sessions or trips held or offered by school, except the AIMS Conference due</p>

	to the quota from school.
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### A 3 *Communication Skill*

- Indicator:
- a) Express idea or suggestion from parents in appropriate manner.
  - b) Express idea to superior or other school staff.
  - c) Express idea, criticism or support to other teacher.
  - d) Have a proper and positive communication with parents.

#### Teacher' Evidences

Fransiska Riana Veni	<ul style="list-style-type: none"><li>a) I always show appropriate manner when express idea or give suggestion for parents.</li><li>b) I learn to express my idea to superior or other school staff.</li><li>c) I learn to express idea, criticism to other teacher.</li><li>d) Greet parents when I met them.</li></ul>
Monika L. Silalahi	<ul style="list-style-type: none"><li>a) I talked to them as my partners and tried to find the solution for their children.</li><li>b) I did in the meeting, especially to improve class performance.</li><li>c) I did it in appropriate manner.</li><li>d) We keep contact through book / communication book or via phone.</li></ul>
Anastasia Hermawati	<ul style="list-style-type: none"><li>a) I give my suggestion for some parents nicely.</li><li>b) Sometimes, I express my idea to the coordinator.</li><li>c) I express my idea/ support for my partners, I don't give criticism cos they don't need it.</li><li>d) I always be open to the parents and communicate well (trying to consider their feeling)</li></ul>
Ratna Pustitasari	<ul style="list-style-type: none"><li>a) We share the idea from parents and discuss it in the evaluation meeting.</li><li>b) We share our ideas to the principal personally eg having more materials related to the class needs.</li><li>c) Yes, we do. Esp giving idea, criticism or support to our co teacher.</li><li>d) Yes, we do. We have it during parents-teacher meeting or</li></ul>

	sometimes we arrange spec meeting to share / communicate about the children.
Yuni Setyaningsih	<ul style="list-style-type: none"> <li>a) We suggest parents about their child progress in a positive way, we say the “truth” about their children but we say it carefully and positively.</li> <li>b) I will express my idea to my superior if I think it is rly necessary that they need to know it.</li> <li>c) I say and suggest to my partners esp so we will have a solid team to work in the class as the small unit in the school then to other class teachers.</li> <li>d) I try to communicate with parents in positive ways wo hurting their feelings cos parents need to know how their children at school (the real).</li> </ul>
Anita	<ul style="list-style-type: none"> <li>a) Always saying “thank you” for any idea/suggestion from parents and promised them that we would deliver the msg to the school management.</li> <li>b) Express idea/suggestion orally/writtenly by giving evalution/ by texting.</li> <li>c) Honesty is important – expressing own opinion to other teacher is sometimes needed. Talking personally or by texting can be done.</li> <li>d) Having a limited chat/talk about personal things. Having a maximum use of communication book to give or exchange info about the students.</li> </ul>
Indah Triwidya P.	<ul style="list-style-type: none"> <li>a) It should be, we r teachers. We r model so we should say something in appropriate manner.</li> <li>b) I should do it, that’s the way we cooperate with other staff ( not choosy friends)</li> <li>c) If my friends do something wrong I will remind them. That’s for their goodness. So next time, they will not do the same</li> </ul>

	<p>mistakes anymore.</p> <p>d) I hope I can do it as best as I can.</p>
Lawretta M. Tornetta	<p>a) I didn't receive much advices so far.</p> <p>b) Always.</p> <p>c) Always</p> <p>d) The comm with parents has been positive so far.</p>
Mr. Anto	<p>a) I invite parents to discuss their children progress on Saturday whenever they have something to discuss.</p> <p>b) I gladly listen to other teacher's input for me, and gradually change to be a better partner.</p> <p>c) I tried hard not to use any negative sentences whenever I hv a discussion with parents.</p>
April	<p>a) As a young teacher, I havent allowed to discuss about children progress to the parents. If some parents tell or give suggestion orally, I will tell it to my senior and I suggest the parent to write it down on children's comm book.</p> <p>b) We sometimes gather at lunch and breakfast time. It gives us time to share or express about ideas to other, wheter it is teacher or staff.</p> <p>c) As far as I do, there r some idea and support like when one of us feel very confuse about something about the school and children. Of course, we give support to him/her.</p> <p>d) I will greet parents properly in the morning and ask the children to say goodbye to their parents. I also greet them in the afternoon when we deliver children to wait their picking in the front office.</p>
Putri	<p>a) Sometimes, if the parents feel confuse I give suggestion and express idea.</p> <p>b) I still learning.</p> <p>c) I give support to other teacher.</p>



	d) I still learning, but I shall to have to good comm with student's parents.
Ika Yuniana	<p>a) Some parents intensively share about their at home when we met after class. Sometimes they express idea/suggestion, sometimes no.</p> <p>b) If they ask me to do that as best as I can.</p> <p>c) For criticism, I seldom give it to them, but for express idea or support , I always try to show it.</p> <p>d) I always try to do that. I made some reportmn asked the parents to give me feedback. Somethings we meet after school in a short time.</p>
Agti Nalurita	<p>a) I will listen to idea or suggestion from parents and will follow up to the class teachers or principle.</p> <p>b) I like to share my experience with others.</p> <p>c) We usually have a kind of discussion after class to see wether we have something wrong during the learning activity.</p> <p>d) Yes, I have.</p>
Sari Ekawaty	<p>a) I always accept any ideas or suggestion from parents in appropriate manner. When there is any complain from parents, I will listen to them nicely.</p> <p>b) I will ask for a time that I can share my idea to superior or other school staff and also discuss anything that is related with the school.</p> <p>c) I always give idea, criticism or support to other teacher . esp when we join in a comittee. It is important,so everything can run well.</p> <p>d) Always.</p>
Fransisca Luky Dian K.	a) I always express idea/ suggestion from parrents in appropriate manner cos it shows my cooperation with them and good attitude.

	<p>b) I usually express my idea to superior relates to topic, school environments and childrens progress. I do it by sharing my idea about topic, arranging some materials relates to children needs and making assessment relates to children progress.</p> <p>c) I usually give the best for other teachers by expressing my idea, criticism or support when they meet a problem with children or when they get difficulties in teaching or handling children.</p> <p>d) I usually behave well when I have conversation with student's parents. It happened when I discussed about children progress, I always communicate in a proper way and have positives comm with them.</p>
Galuh	<p>If I think there's something that should be improved for the better future, I will try to give my idea, criticism or support no matter it will accepted or not. Its just all about sharing.</p> <p>Building a good comm in a good manner is something that should be done as a person which have good attitude.</p>
Via	<p>I have tried to be friendly and positive thinking talking with friends, staff and student's parents.</p>
Maria Christy	<p>a) Express idea or suggestion from parents in appropriate manner. I accept all kinds of ideas, comments, critical things, suggestion from parents that r able to improve my ability better. I also express idea from parents in appropriate manner by having a good comm skill</p> <p>b) Express idea to superior or other school staff. I express idea to superior as well as in all aspects, particularly about cooperation in mini/field trip or another school activity.</p> <p>c) Express idea, criticism or support to other teacher . yes, I do. I express all my ideas, criticism and support to other teacher</p>

	<p>to make them better. I also accept all kinds of those things above as well in order to have a good progress. I share my ideas and give some supports to other teacher by having good conversation.</p> <p>d) Have a proper and positives comm with student's parents. I am learning and I want to learn more to have a good comm among students' parents. I give them ocassion to ask / share all things to me. I open myself for them to express their opinion / comments as well.</p>
Sarwinda Lestari	<p>a) I always express idea or suggestion from parents in appropriate manner.</p> <p>b) Yes, I always do it.</p> <p>c) Yes, I do.</p> <p>d) Yes, I always have a proper and positives comm with student's parents.</p>
Elly	<p>a) I could express idea and except the criticism from other teachers / staff.</p> <p>b) I can express idea or suggestion from parents in appropriate manner.</p> <p>c) I can express idea to superior or other school staff.</p> <p>d) I have a proper and positives comm with student's parents.</p>
Elisabeth Inatyas	<p>I always try to share any ideas / suggestion that come from parents that can give good positives impact to other teachers / schools.</p> <p>I always communicate with parents if something happens with their child, ex: when there's a child who cries cos her friend takes the sticker. I tell to her mom and explain what's going on.</p>
Meita Enjayani	<p>a) Respond to parents' suggestion in polite way.</p> <p>b) Give suggestion to partners.</p> <p>c) Give suggestion or idea for partners.</p> <p>d) Speak in a polite way and accept parents' critisism/ idea. I</p>

	can be a better person from their feedback.
Maria Christiani	<p>a) I always reported / discussed any complaints or suggestion from parents with my superior or teachers (depend on the matter or responsibility) through meetings or personally at school.</p> <p>b) I always share my ideas about school concerns straightforwardly to the principal or any other staff, even the Director publicly. I want the school to move forward to professionalism. Many areas such as organisation credibility, structural linkages, work culture need to develop in order to fulfill its potential.</p> <p>c) I give suggestion or criticism to my subordinates straightforwardly in personal discussion, for example if they don't follow the school rules or procedure (often comes late, not prepared for work, etc)</p> <p>d) I try to build positive comm with parents. I share my mobile number, email address so that they can share or give ideas to school, and I can easily check it. For students that have difficulties in learning, I usually call or write through daily journal.</p>

### B 1 *Child Development*

- Indicators :
- a) Differentiate teaching to meet children's individual needs.
  - b) Make accurate and sensitive records of children's attainment and progress.
  - c) Know and understand how physical, intellectual, linguistic, social, cultural and emotional that affects children's learning and how to develop them.
  - d) Make an appropriate use of range of monitoring, feedback and assessment strategies to evaluate children's development progress.

Teachers' Evidences :

Fransiska Riana Veni	<ul style="list-style-type: none"><li>a) I give difference treatment to every child based on their character</li><li>b) I make a note for the children activities after school hours finish</li><li>c) I am still learning how those kinds of thing affects children's learning and how to develope them</li><li>d) We talk to the parents in mid-semester, semester and for some we of them we do it monthly</li></ul>
Monika L. Silalahi	<ul style="list-style-type: none"><li>a) I teach based on their skills and development age</li><li>b) Not yet</li><li>c) I like to read that books and aplicated it in the class room. I worked based on child's achievement and process according to their needs</li><li>d) Every mid semester and also semester, I did general review for some children. If they are special, I review their achievement monthly and discussed with parents about program orally/literally</li></ul>

Anastasia Hermawati	<ul style="list-style-type: none"> <li>a) I teach them based on their needs</li> <li>b) I make it</li> <li>c) I read a lot of book to understand those aspects</li> <li>d) Yes</li> </ul>
Ratna Pustitasari	<p>I made individual lesson plan for each child based on their needs. After doing the presentation, I note the result and observe the child. Then I make another individual lesson plan for the next day. So I know exactly the deveploment of each in all areas.</p>
Yuni Setiyaningsih	<ul style="list-style-type: none"> <li>a) I teach children based in their needs and their level of ability</li> <li>b) I have a note for every single child's progress</li> <li>c) I learn that those aspects really affect ahildren's learning e.g. children who is not in stable emotion will not able to to learn well in class other wise children who has good physical, intellectual, linguistic, social, cultural and emotional can learn much in class and the important is that they are "happy" and enjoy going to school</li> <li>d) I always have discussion about all children progress and difficulty with partners in class to find solution</li> </ul>
Anita	<ul style="list-style-type: none"> <li>a) Making individual program for the children everyday</li> <li>b) Making notes on the teacher's diary, as well as the children's communication book</li> <li>c) Treat the children based on their talent, interest so they can develop themselves</li> <li>d) Making a daily noterecord on teacher's diary book Filling inup dating the child profile Making individual program for the children</li> </ul>
Indah Triwidya P.	<ul style="list-style-type: none"> <li>a) That's what I did, because every children has different needs. Some are fast learner, some are slow learner it happens in my class this year</li> </ul>

	<ul style="list-style-type: none"> <li>b) Try my best!</li> <li>c) I'm still in process to do that stages. I'm learning how to know and understand about that affects.</li> <li>d) By writing the children's activities everyday in my book, I can see the deveploment from my children that I handle.</li> </ul>
Lawretta M. Tornetta	<ul style="list-style-type: none"> <li>a) I try to meet children's individual needs</li> <li>b) Yes, I do it. Sometimes I don't write it down day by day</li> <li>c) I focus most on soul and emotional situation.</li> <li>d) I'm not using a lot of assussments. I pafer working together and cheek the tooks together, in order to clarufy day by day what we are learning. They need to understand the mistake they make and working in touch with me, gives more chances to solve their doubts.</li> </ul>
Mr. Anto	I divide their activities based on their skill levels, if they're adequate enough with their own activity, I will stand back and observe from a far.
April	<ul style="list-style-type: none"> <li>a) I found some children with special needa. I myself differertidte my teaching. I observe first their I will do the proper help for them, or I will ask my superior or my senior suggestion about the action that I will take</li> <li>b) So far, I just make my own attainmen and progress about the children personally. But I didn't write it down in communication book. Or I see some progress, I will tell it try to my senior or superior teacher</li> <li>c) I try to speak softly and follow the ground rale. As a model for the children. If I don't know how to respond some children I will ask my superior sugestion</li> <li>d) As a new teacher I only can handle children with pratical life apparatus, coloring, puzzle. So, sometimes as long as I get others teacher to do it. For uppergrade students, I will</li> </ul>

	ask superior teacher what should I do, help pr observe from them.
Putri	<ul style="list-style-type: none"> <li>a) Give differentiate for teaching to children.</li> <li>b) I make it, esp for the child's progress.</li> <li>c) I still learning it but some of them I know and understand.</li> <li>d) I try to evaluate children's development progress with it.</li> </ul>
Ika Yuniana	<ul style="list-style-type: none"> <li>a) So far, I just observe what the children needs, I will give them stimulation as what they need.</li> <li>b) I have child development's book, but it doesn't finish yet.</li> <li>c) So far, I still learn to know it.</li> <li>d) I don't have data in detail about that.</li> </ul>
Agti Nalurita	<ul style="list-style-type: none"> <li>a) I give different material/apparatus according the children needs.</li> <li>b) I made note during free learning time.</li> <li>c) I discuss my child's progress with partner and ask suggestion from my superior.</li> <li>d) I use the child's development progress (red flags development) as my evaluation.</li> </ul>
Sari Ekawaty	<ul style="list-style-type: none"> <li>a) I differentiate the teaching for each student. Cos each of them has different capabilities.</li> <li>b) c) d) I record on write it in child profile. So everytime I need the data I can read it or find it in the child profile.</li> </ul>
Fransisca Luky Dian K.	<ul style="list-style-type: none"> <li>a) Each children has difference needs as usual I use different methode for teaching. Each children has different capability.</li> <li>b) I usually make a child attainment and progress by observing children activity during learning and teaching process.</li> <li>c) I ever got training and read books of child development. I love reading books relate to how to develop children and</li> </ul>



	<p>how those aspects affects children's learning.</p> <p>d) I always make an assessment to evaluate children's development progress. So, we can see how far their progress.</p>
Galuh	I always look at children needs and give different way in teaching or threat every children, cos every child has their own potential and uniqueness.
Via	I try to be aware and understand the students needs. I use different way to teach to the children that have special needs and a bit progress.
Maria Christy	<p>a) Differentiate teaching to meet children's individual needs. I differentiate every children. They have their own individual needs.</p> <p>b) Make accurate and sensitive records of children's attainment and progress. I observe all my children's progress by having their presentation in front of friends after teacher's presentation. We have the scores of children (small test+final assessment)</p> <p>c) All those aspects affect children's learning. They are able to achieve it well.</p> <p>d) Yes, it works! We did it.</p>
Sarwinda Lestari	<p>a) Yes, I do differentiate my teaching to meet children's individual needs.</p> <p>b) Yes, I do make accurate and sensitive records.</p> <p>c) Yes, I know and understand.</p> <p>d) I do make an appropriate uses of a range of monitoring, feedback and assessment startegies to evaluate children's development progress.</p>
Elly	a) I learn child development and I implement it in the real situations

	<ul style="list-style-type: none"> <li>b) I give various way, but still in Montessori method to meet children's needs.</li> <li>c) Yes, I know and understand that all things affects children's learning and how to develop them.</li> </ul>
Elisabeth Inatyas	<ul style="list-style-type: none"> <li>a) I teach children based on their needs and capabilities, so they can absorb the knowledge well.</li> <li>b) I always make record every day to measure their progress. I always write down in a book, ex: 1 student learns about addition with SBS.</li> <li>c) Every students have their own background and characteristic. So, I always to undestand what they really want in the class. If they don't want to work, I give them time to play first. Some of children also speak with Bahasa, so I ask them to speak English step by step.</li> <li>d) Make list of some difficulties that r faced by children, for example related with their progress in math or language.</li> </ul>
Meita Enjayani	<ul style="list-style-type: none"> <li>a) Give different treatment for each student.</li> <li>b) Write in detail everything I could see related to students' progress/weaakness.</li> <li>c) Try to find out students' background and habbit outside the classroom.</li> <li>d) Having kind of review to assess students'</li> </ul>
Natalia Christiani	<ul style="list-style-type: none"> <li>a) My class runs with free flow learning method. The students have the freedom to choose hte subjects that they want to learn (arrangement of subjects). However, they have to meet the goal based on the semester projected target.</li> <li>b) I give different amount of homework or review based on each child pace. Students that need enforcement will have more frequent practice at school using apparatus. Whereas</li> </ul>

	<p>students that fast learner will require to help their friends by peer teaching or do extension activity.</p> <p>c) Subjects such as civics, IPS don't drive the students attention much. I give more activities related to the topic rather than focusing on textbook, e.g. roleplay, story telling, make quizzes, to develop their interest and related the subject to daily basis. Upper students interest in stories, so I always try to connect or build the bridge by telling stories to enlight their minds and social awareness. Class discussion is a good medium in which both students and teachers can share ideas or thoughts and solve problems together.</p> <p>d) I use observation and self-test (short review) to assess my students progress, usually in the area of Math and Science. For other areas, I combine with individual projects to assess their independency.</p>
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## B 2 *Having Extended Teaching Skill*

- Indicators :
- a) Have a secure Have a secure knowledge and understanding of the subjects they are training to teach.
  - b) Give the children content and directions explanation
  - c) Up to date regarding curriculum content and show in the class
  - d) Improve their own teaching by evaluating it, learning from the effective practice of others, and from evidence.

Teachers' Evidences :

Fransiska Riana Veni	<ul style="list-style-type: none"><li>a) I am still learning because my training hasn't complete yet</li><li>b) Explain to the children step by step thus they understand the meaning</li><li>c) Make lesson plan and weekly plan before lead trhe class</li><li>d) I improve my skill by having discussion to others teachers and partners</li></ul>
Monika L. Silalahi	<ul style="list-style-type: none"><li>a) I joined many of school's training and it streng tehn my comprehensive understanding</li><li>b) If they need, I give them</li><li>c) Being up to date is fun, we tried to implement new issues from seminar and from carol's suggestion</li><li>d) I learned much from my parents and senior</li></ul>
Anastasia Hermawati	<ul style="list-style-type: none"><li>a) I don't enough knowledge but I try to increase it by reading and discussion with my senior parents</li><li>b) I assurance them to their onderstanding by giving more explanation</li><li>c) Yes</li><li>d) I evaluate myself</li><li>e) Yes, I did</li></ul>
Ratna Pustitasari	I tried my best to help children to learn and understand of subjects they are training to teach.
Yuni Setiyaningsih	<ul style="list-style-type: none"><li>a) I join the training enthusiastically because it is the time to</li></ul>

	<p>enrich my knowledge to teach and to work</p> <p>b) I do that so the children can work by themselves after having explanation</p> <p>c) Try to up to date to support my teaching learning process</p> <p>d) Try to learn from many things, from many friends/teachers etc</p>
Anita	<p>a) – ( I don't get what you mean)</p> <p>b) Give straight and clean explanation/instruction</p> <p>c) Browsing about curriculum content to help me have a better performance in the classroom</p> <p>d) Sharing experience with other teachers</p>
Indah Triwidya P.	<p>a) I teach my children the same as like my training</p> <p>b) Especially in the first presentation of apparatus, it should be clear and right. Because montessoru has some rules right to left, up to down and also color code</p> <p>c) I'm still in the process to update about the curriculum content together with my partner.</p>
Lawretta M. Tornetta	<p>a) I feel confident about my subjects</p> <p>b) Yes</p> <p>c) I didn't show it</p> <p>d) Yes</p>
Mr. Anto	<p>a) I always tried to find a proper way to deliver out topic to the students, so that they're able to learn and graspour topic like the way we want them to understand</p> <p>b) It includes : prepare pictures, multimedia files/videos and apparatus.</p>
April	<p>a) Although I was being taught of my superior about some apparatus. So far, I just work with parctical skill, sensorial apparatus. And with superior guidance and suggestion. I will observe the children with simple mathematic apparatus</p>

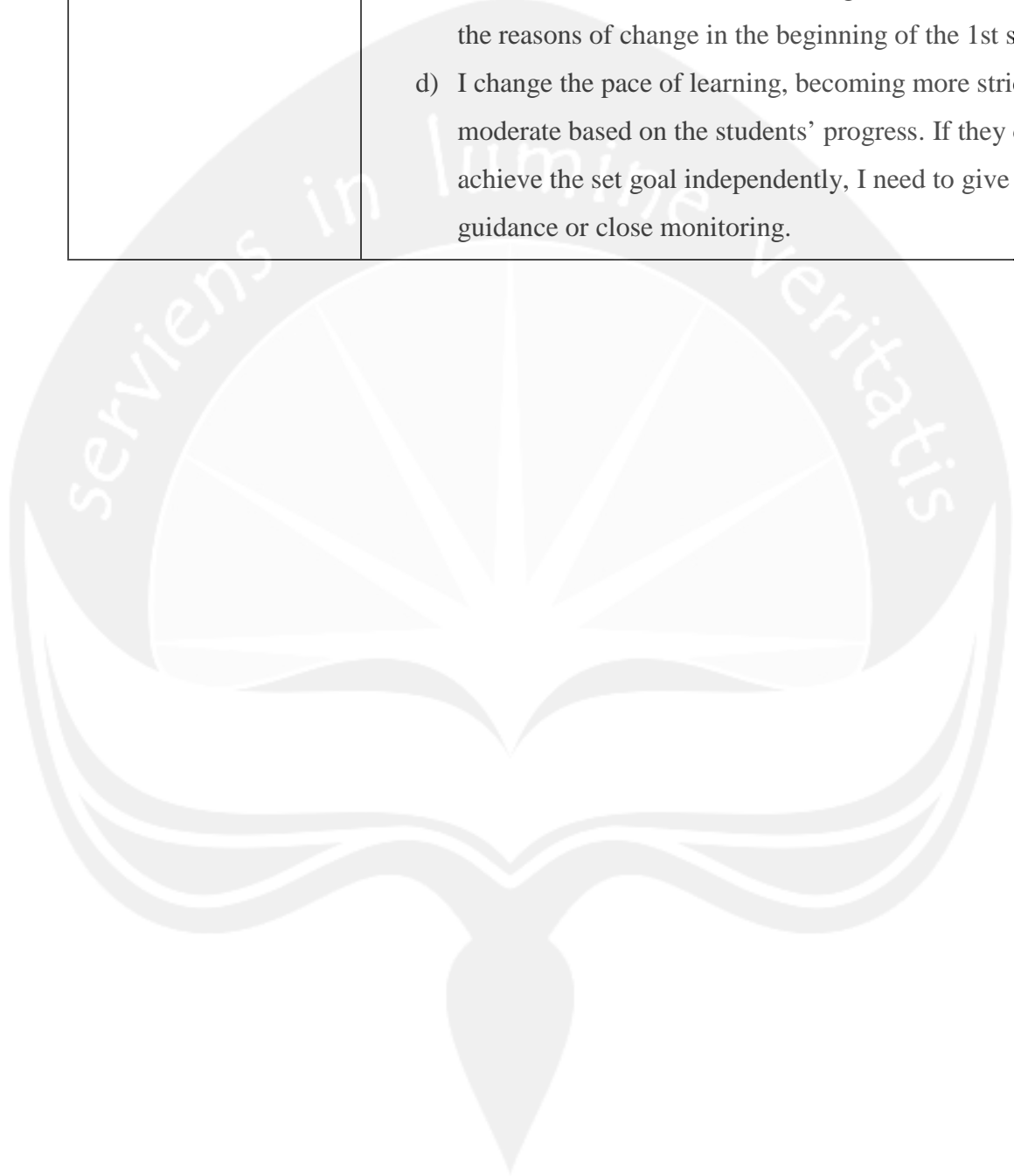
	<p>b) I give the direction explanation ti make children found the answer of their self, like:</p> <ul style="list-style-type: none"> <li>• Is it good?</li> <li>• Is it tidy?</li> <li>• What should you do them</li> <li>• Are you comfort with that</li> </ul> <p>c) I get my class curriculum form coordinator teacher and I will discuss it with the other teacher, find the material and consult it, whether it is too complex or too simple for children</p> <p>d) I sometimes ask superior teacher about some action that I will take to handle children. If it doesn't montessori enough. I will change it and ask their suggestion again, and I will not remember to reat take the action that is not Montessori enough.</p>
Putri	<p>a) Have to secure knowledge and understanding.</p> <p>b) I give directions explanation.</p> <p>c) Up to date regarding curriculum and show based on curriculum.</p> <p>d) I improve their own teaching and evaluating it.</p>
Ika Yuniana	So far, I learn to do all the indicators above.
Agti Nalurita	I still learn to achieve all the indicators for having extended teaching skill. I try to develop my knowledge to meet Bambini's requirement.
Sari Ekawaty	<p>a) I implement what I got from the training in teaching the students.</p> <p>b) I give the children content and directions explanation based on Montessori method.</p> <p>c) That's why I joined the Montessori conference and spent much money for that, in order to up to date my knowledge</p>

	<p>of Montessori.</p> <p>d) Always.</p>
Fransisca Luky Dian K.	<p>a) Make sure the children how far they catch up the lesson by reviewing the subject.</p> <p>b) Making a clear directions explanations and make sure that they could understand the content.</p> <p>c) I teach the topic based on the curriculum content (guide line)</p> <p>d) I feed back children difficulties by reviewing the lesson plan.</p>
Galuh	<p>I always give the material as the theme which have been determined by school and also following the curriculum.</p> <p>You can come to our class to check our program which have given by school, whether it is same with our theme or not.</p>
Via	<p>I always try to teach the students as the curriculum. You can visit my classroom and observe the way teacher teach in the classroom.</p>
Maria Christy	<p>a) Yes, I have a secure knowledge and understanding of the subject we are training to.</p> <p>b) I give children content and directions explanation on my teaching in order to make them understand.</p> <p>c) Up to date regarding curriculum content and show in the class. Yes, of course. All teachers mostly follow school's curriculum and show in the class.</p> <p>d) Yes, of course. After teacher teaches the material for students, we have a kind of evaluation each other.</p>
Sarwinda Lestari	<p>a) I have a secure knowledge and understanding of the subject they are training to teach.</p> <p>b) I give the children good explanation.</p> <p>c) Yes, we always up to date regarding curriculum content and show in the class.</p>

	d) I improve my own teaching.
Elly	<ul style="list-style-type: none"> <li>a) I always evaluate my teaching method with co partners</li> <li>b) I give the children content and direction explanation.</li> <li>c) I always improve my teaching method.</li> </ul>
Elisabeth Inatyas	<ul style="list-style-type: none"> <li>a) I always make sure that the children will able to understand the subject well, so I try to get any info / knowledge or by asking from other teas</li> <li>b) I give clear xplanation to the children and help them to understand the instruction.</li> <li>c) I always try to apply it in the class, such as related topic.</li> <li>d) Ask from experienced teachers about how to do presentation of apparatus.</li> </ul>
Meita Enjayani	<ul style="list-style-type: none"> <li>a) Recalling students' memory 1st and relating it to the new topic.</li> <li>b) Deliver the topic in the simple way and simple language, relate it to the real life of the students.</li> <li>c) Googling in the internet to find the references, following the curriculum designed by school.</li> <li>d) Learn a lot from parents who are more senior than me.</li> </ul>
Maria Christiani	<ul style="list-style-type: none"> <li>a) My personal experience as a student in national school, in which I didn't get any inspiration from my previous teachers from primary to senior high school, has equipped me with ideas on how to connect the learning with daily basis.  I love reading. I study and prepare all of the subjects and gain comprehension from books that i've read and discussion with colleagues</li> <li>b) I try to hold myself, not to teach them only but let the students find the concept by themselves. It is not easy cos we have allocated time to accomplish the projected goals.</li> </ul>



	<p>c) We have changed the curriculum content three times. This year, we try to match National Curriculum content with Montessori content. We share our goals to the students and the reasons of change in the beginning of the 1st semester.</p> <p>d) I change the pace of learning, becoming more stricter or moderate based on the students' progress. If they cannot achieve the set goal independently, I need to give more guidance or close monitoring.</p>
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### B 3 *Handling Problem and Study Environment*

- Indicators :
- a) Organise and manage learning and teaching effectively
  - b) Analyze and makes adjustment about classroom environment.
  - c) Employ a range of strategies to promote good behaviour and establish a purposeful learning environment.
  - d) Governing student verbal participation and talk during different types of activities : whole class, small group, etc.

Teachers' Evidences :

Fransiska Riana Veni	<ul style="list-style-type: none"><li>a) Make lesson plan and apply it</li><li>b) After student go home we arrange the classroom and check the classroom apparatus condition</li><li>c) Try to do everything in a proper way</li><li>d) Encourage them to participate by giving a question and ask them to raise their hand it before answering the question</li></ul>
Monika L. Silalahi	<ul style="list-style-type: none"><li>a) I do based on child's needs</li><li>b) After school, we check the classroom for putting new materials</li><li>c) I assist them to achieve the value that they need to gain</li><li>d) Yes, I do</li></ul>
Anastasia Hermawati	<ul style="list-style-type: none"><li>a) I make my best preparation for my teaching</li><li>b) My class partners and I make adjustment about classroom environment</li><li>c) I try to employ a range of strategies to promote ir</li><li>d) Yes.</li></ul>
Ratna Pustitasari	We encourage the children to be able to their feeling especially when there's a problem rise during the school hours. We encourage the children to be able to solve the problem by having good verbal

	communication instead of crying or doing physical movement to friends.
Yuni Setiyaningsih	<ul style="list-style-type: none"> <li>a) Yes, I always try to do it</li> <li>b) Yes, I always try to do it</li> <li>c) Yes, I always try to do it</li> <li>d) I will have different types in whole class or small class to get better results</li> </ul>
Anita	<ul style="list-style-type: none"> <li>a) Making a personal note on the teacher's diary.</li> <li>b) When I found something need to be changed, cos of certain reasons, I would share it to my partners and have the change as soon as possible.</li> <li>c) Observing and applying the program to the class environment.</li> <li>d) Always ask for their participation in big/small group by asking questions to the children/ ask about their opinion/ask them to share their story.</li> </ul>
Indah Triwidya P.	<ul style="list-style-type: none"> <li>a) I always manage the schedule in the class effectively by seeing my surrounding also.</li> <li>b) That's prepared environment. The class should be tidy all the time.</li> <li>c) Be discipline in the classroom cos I am the model of my students.</li> <li>d) It depends on the topic and the timing. Sometimes I should manage in the whole class and something in a small group.</li> </ul>
Lawretta M. Tornetta	<ul style="list-style-type: none"> <li>a) Yes.</li> <li>b) Yes.</li> <li>c) Yes, it works hardly.</li> <li>d) We are already a small group (7 students)</li> </ul>
Mr. Anto	I update any progress of our class in my notebook to make sure I can keep a track of our class development.

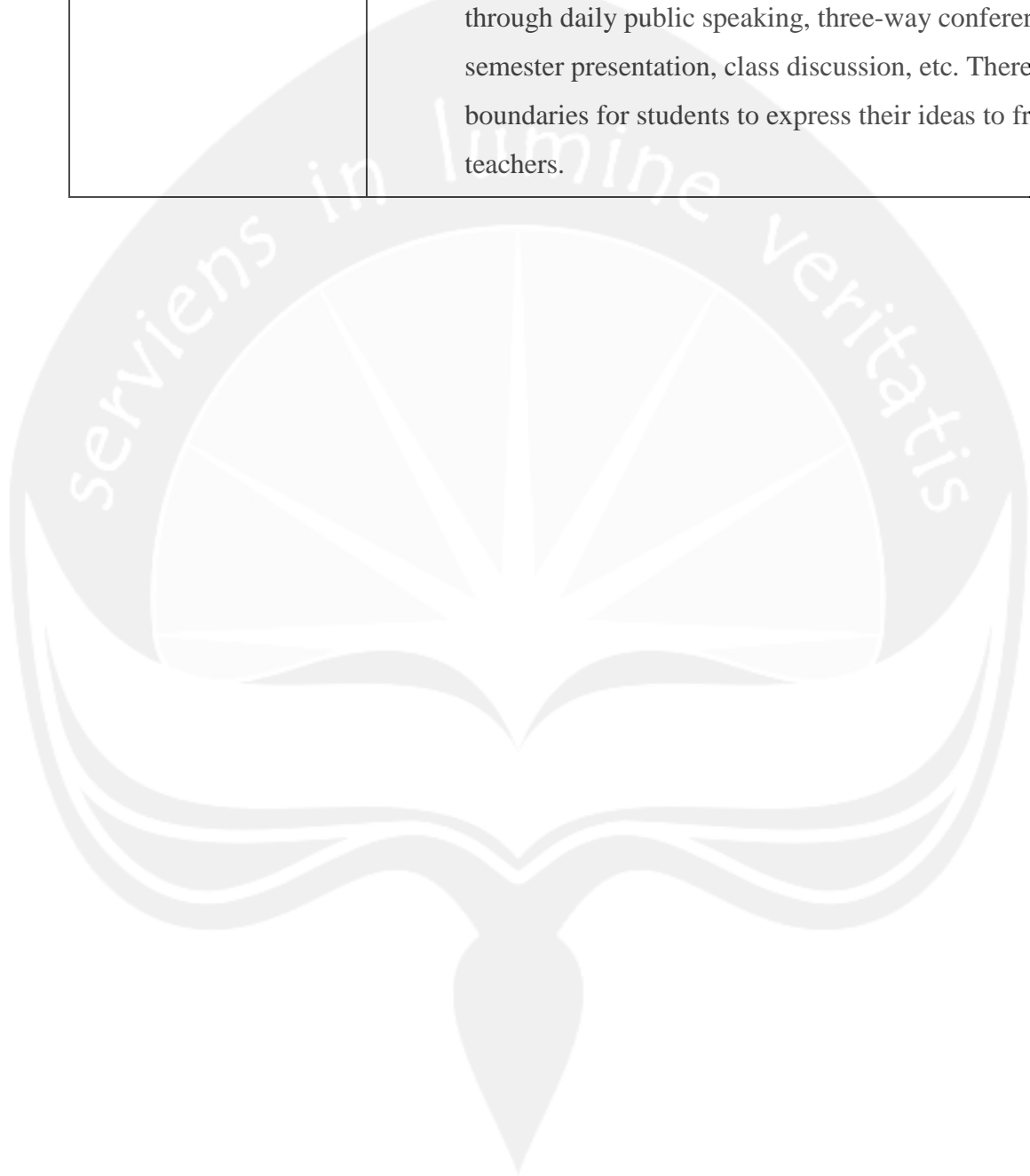
	We also update progress of our school in our meeting book to meet the exactly objectives of our school development.
April	<ul style="list-style-type: none"> <li>a) For topic, I sometimes take my time schedule. For example today just the part of body fish. Tomorrow will be life cycle of fish, etc.</li> <li>b) I usually make some arrangement to make the children get more focus on their work. For example their sit in the round table, or when circle time</li> <li>c) I usually separate the children that have to work with more focus like mathematic, with children who works with colouring that was because the colouring children sometimes have crat while their do their colouring</li> <li>d) I often ask the children to play some games with quiz. In their playing time. Like guessing song be rhyme, or ask about their activity at home. It will make them active verbally. Some times it happen in a small group. But it in a whole, we usually do it in a circle time and in topic time.</li> </ul>
Putri	<ul style="list-style-type: none"> <li>a) I try to organise and manage learning and teaching effectively.</li> <li>b) From the first I came, I try to analyze.</li> <li>c) I still learning it.</li> <li>d) I try to talk different types of activities.</li> </ul>
Ika Yuniana	<ul style="list-style-type: none"> <li>a) I always to ask my partner to organise and manage learning in proper way.</li> <li>b) We share it orally after class.</li> <li>c) We have meeting time every Thursday and we talk about that, sharing together.</li> <li>d) I always try to know what my students need. This is the way for me to governing them.</li> </ul>
Agti Nalurita	<ul style="list-style-type: none"> <li>a) I made lesson plan and weekly plan before I teach.</li> </ul>

	<ul style="list-style-type: none"> <li>b) The class always ready before we have the children in the classroom.</li> <li>c) I manage the classroom as tidy as I can to provide good learning environment.</li> <li>d) I asked the children's experiences to stimulate their verbal activities.</li> </ul>
Sari Ekawaty	<ul style="list-style-type: none"> <li>a) I always organised and manage learning and teaching effectively. I always prepare the program, so it can go well.</li> <li>b) Always do classroom environment preparation before and after class.</li> <li>c) Always discipline and consistent as a teacher.</li> <li>d) Based on the types of activities, I do presentation in whole class or classical learning and also in small group and individual learning.</li> </ul>
Fransisca Luky Dian K.	<ul style="list-style-type: none"> <li>a) Learning and teaching is an important method at school. That's why I organise and manage learning and teaching effectively. The teacher also observe how children follow the activity during the class and catch up the lesson.</li> <li>b) Making children comfort in the class environment by making a well prepared and proper class environment.</li> <li>c) Teacher is a model and shows them to behave nicely and how to work on apparatus properly.</li> <li>d) It helps children to be more active in group.</li> </ul>
Galuh	<ul style="list-style-type: none"> <li>a) I always try to use the time to give child's needs.</li> <li>b) I and my partner are open to every criticism, so if there's input to improve our class, we can adjust our classroom environment. But we will not only wait for criticism, we try to be aware to our own class needs.</li> </ul>
Via	I have tried and still try to discuss with the students about "Do and Don't" in the class. I hope it helps the children to do good habits

	<p>and reduces the problem.</p> <p>Ex : ask the child who needs help to ask for help to his/her friend before asking for the teacher.</p> <p>It's still in progress.</p>
Maria Christy	<p>a) Organised and manage learning and teaching effectively. Yes, I do. I manage teaching effectively.</p> <p>b) Yes. I analyze and makes adjustment about classroom environment. So, it works better and more suitable.</p> <p>c) Employ a range of strategies to promote good behaviour and establish a purposeful learning environment. Yes, of course.</p> <p>d) I govern student verbal comm by giving discussion, asking/answering questions, group discussion/pairs during lesson.</p>
Sarwinda Lestari	<p>a) I organise and manage my learning and teaching effectively.</p> <p>b) I always make a good and well prepared classroom environment.</p> <p>c) I always have a range of strategies to promote good behaviour and establish a purposeful learning environment.</p> <p>d) I encourage my students to active in participate in activities such as whole class, small group, etc.</p>
Elly	<p>a) I organise and manage learning and teaching effectively.</p> <p>b) I always analyze and makes adjustment about classroom environment.</p> <p>c) –</p> <p>d) I always make a various technique relates to my teaching method.</p>
Elisabeth Inatyas	<p>a) I can organise and manage learning and teaching effectively.</p>

	<p>b) I always try to analyze about environment in the classroom, how to make children feel comfortable to study, I usually discuss it with my partner.</p> <p>c) Remind the children to follow ground rules, so it will create a good and positive environment in the class.</p> <p>d) I always encourage to ask children to be active in class by asking some questions during topic time/story telling.</p>
Meita Enjayani	<p>a) Ask partners to give the suggestion.</p> <p>b) Let it flow ; based on the students respond. If it seems that they are not interested with the previous teaaching method, try to find another one.</p> <p>c) Relate it with the students real life. So the students will be easier to catch up the lesson.</p> <p>d) Ask the students to participate actively in the class discussion. I am happy if they become the curious one.</p>
Maria Christiani	<p>a) I set my lesson plans for yearly basis and divide it up into monthly basis. I need to prepare the material, esp for science projects, thoroughly cos some materials cannot be bought or prepared instanly such as sprouting peanut, different kinds of plants.</p> <p>b) When I replaced one of the teacher in grade 4, the class was not a mix class. Students of grade 3 or 4 always mingled or had class with the same grade. I wanted to change into mix class again so that there'll be mix interaction between older and younger students.</p> <p>c) I believe that teachers are role model for students. The best way to promote good behaviour and purposeful learning environment is by living the good moral values of a teacher or educator. If I want to have open-minded colleagues and students, in any occasion or opportunity I need to express</p>

	<p>my ideas straightforwardly and able to receive any criticism wo any hard feelings.</p> <p>d) The students have lots of medium to express their ideas, through daily public speaking, three-way conference, end-semester presentation, class discussion, etc. There is no boundaries for students to express their ideas to friends or teachers.</p>
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#### B 4 *Planning and Preparation Skill*

Indicators : a) Make and submitted lesson plan, program, schedule effectively for the

class.

b) Prepare all of Materials, Art, supplies, equipment and room ready and

clean.

c) Plan individual program and help children in Montessori method appropriately.

d) Set appropriate learning and teaching objectives and outcomes.

Teachers' Evidences :

Fransiska Riana Veni	<p>a) I try to submit my lesson plan on Saturday before I lead my class for next week</p> <p>b) After school finish teacher always check the apparatus</p> <p>c) Make a note for every child progress and make a plan for what they will learn (the skill)</p> <p>d) Make a lesson plan and apply it</p>
Monika L. Silalahi	<p>a) Yes, we did</p> <p>b) After seminar, I/we dealt to do this as good as we can</p> <p>c) I tried to arrange if weekly</p> <p>d) Based on lesson plan, and based on the apparatus that we/children work with.</p>
Anastasia Hermawati	<p>a) I make and submit them on time</p> <p>b) I did my best preparation</p> <p>c) Since the every child is different, I make individual program</p> <p>d) I set them well</p>
Ratna Pustitasari	I made my lesson plan but rarely submitted it. I prepare the materials that support my presentation so that the children can

	really understand the topic that we discuss.
Yuni Setiyaningsih	<ul style="list-style-type: none"> <li>a) Yes, I always try to do it</li> <li>b) We will do it together / all of class teachers work together to do it</li> <li>c) I always to do it as my best</li> <li>d) Yes, it is important for me so we have some objective to reach or to motivate us in working</li> </ul>
Anita	<ul style="list-style-type: none"> <li>a) I make the lesson plan before I teach, although I submitted to the coordinator after I finished teaching. I always share my program to the coordinator.</li> <li>b) A always prepare the materials, art, etc the day before I use it.</li> <li>c) Making a daily record on teacher's diary.</li> <li>d) Making lesson plan and individual program for each child.</li> </ul>
Indah Triwidya P.	<ul style="list-style-type: none"> <li>a) Every Saturday, I make the weekly plan, lesson plan also prepare for art. (if I get the turn to teach next week)</li> </ul>
April	<ul style="list-style-type: none"> <li>a) I got my class program and schedule was made together ehile teacher will take turn to decide the teacher who in change that week. I got my turn every Friday and the topic is reviewing. So I haven't it made and submitten any lesson plan.</li> <li>b) I and the teacher always tidy up all the apparatus at the end of the day. And clean it up nearly one a week</li> <li>c) So far, I haven't made an individual program and I suppose thet the apparatus and teacher treatmenr and models really help the children to study and develop montessori method</li> <li>d) Every apparatus in class have the exact objectives like balance, memorize, recognice. I just have to take which one that I will focus on. For example, arranging a pegs. I will focus on remembering when I ask them to memorize the</li> </ul>

	missing peg in the bowl, etc.
Natalia Christiani	<p>a) I made the curriculum content with Ms. Laretta, to be applied for 2013/2014 academic year. I made the minitrip and field study program and schedule with all teachers. Whereas for lesson plan, I never submitted it to my superior.</p> <p>b) I prepare my own class equipment and materials on weekly basis. I need to develop my students cleanliness at school by constant discussion. We need a room for storing children's work cos the works make the class messy.</p> <p>c) I haven't started individual checklist. I just wrote my students progress or improvements areas in my journal. But my class runs with free-flow method.</p> <p>d) Because our school uses mix curriculum, something it makes me difficult to set the appropriate learning outcomes. Should I set according to national outcomes or follow the child's pace?</p>



Tanggal dan Tempat Wawancara :	Waktu Pelaksanaan
29 November 2013, JMS	
Interviewer : Theresia Hanna	Interviewee 1 : Ms. Monic
Level : Middle teacher (KG A, KG B)	Lama Kerja :
<p>Data Verbatim</p> <p>H : Siang Miss Monic, saya Hanna Miss, jadi saya sedang dalam proyek studi kasus untuk bidang SDM Miss. Jadi sebagai gambaran Miss, saya seperti membuat upgrade dari form evaluasi yang biasa Ms isi. Hanya saja nanti saya akan membagi jadi kompetensi inti dan kompetensi teachernya Miss, nah ini kurang lebih seperti ini (menunjukkan draft awal hasil perumusan kompetensi). Ini yang untuk kompetensi intinya, contohnya fully express Montessori philosophy dan sebagainya. Dan kalau yang untuk teachernya kan yang kemarin itu during lesson, after lesson kan yang evaluation formnya? Yang nanti saya buat itu lebih ke per kompetensinya gitu Miss. Sebelumnya kalo boleh tau, Miss itu dimana ya Miss ngajarnya?</p> <p>M : Saya di KG A KG B. Kindergarten A, Kindergarten B. Jadi itu kan mix class. Kita yang untuk 4 sampai 6 tahun. Karena harusnya untuk yang Montessori itu kan mix, 0 sampai 3, 4 sampai 6 tahun. Tapi saya kelasnya masih yang 4 sampai 6.</p> <p>H : Oo, yang waktu itu saya lihat ada corner practical life, sensoric, dll itu ya Miss?</p> <p>M : Semua kelas ada bagian seperti itu.</p>	

H : Oo, gitu Miss. Lalu kalau dari levelnya, yang junior middle dan senior teacher itu Miss Monic dimana ya posisinya?

M : Saya Middle.

H : Masuk awalnya di posisi apa Miss?

M : Dari asisten sih saya. Baru lalu naik naik.

H : Kalau dulu itu naik levelnya gimana Miss? Dari asisten naik ke Junior itu prosesnya bagaimana? Dari lamanya atau dari hasil evaluasinya, atau dari apa gitu?

M : Kalau menurut saya sih pasti dari hasil evaluasinya. Dari hasil evaluasi yang kita dapet tiap semester itu.

H : O gituu, jadi Miss Monic selama masih di junior itu tau apa yang mesti ditingkatkan supaya jadi ke Middle?

M : Jadi, em, yaa, saya belum pernah tau sih apa kriterianya supaya jadi junior, middle atau senior teacher gitu

H : Oo, jadi Miss Monic ngga tau tentang kriterianya gitu?

M : Nggak. Tapi kalau yang dari asisten ke teacher memang mereka sudah bisa handling anak gitu. Jadi sudah lama bekerja disini, lalu bisa handle kelas dan handle anak.

H : Lalu kalau asisten sama junior itu tanggung jawabnya sama atau beda Miss? Jadi istilahnya kayak ngikut, kayak trainee gitu atau gimana?

M : Em, kalau sudah junior teacher dia sudah, mm apa ya.. Bertanggung jawab penuh pada apapun yang terjadi pada anak. Jadi kalo asisten itu jadi dia baru join, jadi semua yang dikerjakan itu masih jadi tanggung jawab guru yang lain, gitu.

Jadi kita memberikan pekerjaannya juga, m, tidak langsung breg gitu.

H : Kalau tentang pekerjaannya apa saja Miss? Yang termasuk isi child profile dan sebagainya itu juga ya Miss?

M : Yaa, isi child profile, lalu kita juga harus buat program untuk tiap anak berdasarkan pengalamannya dan apa yang harus dia capai.

H : Itu kan katanya satu kelas ada kurang lebih satu techer itu handle 8 anak gitu ya Miss?

M : Iyaa. Kalau sekarang saya handle 10, karena teman saya 1 masih baru, jadi saya dengan teman saya yang lain sama-sama handle 10. Ya jadi tanggung jawab kita sih sebenarnya melakukan berbagai stimulasi bagi setiap anak apa yang harus mereka capai sesuai dengan kekuatannya masing-masing. Jadi setiap anak itu mendapat hal yang berbeda, nggak selalu sama.

H : Kalau terus Miss liat yang senior techernya, oh iya, disini sudah ada apa belum Miss yang sampai senior?

M : Mm, ada sih, Cuma saya nggak begitu tau siapa-siapa karena tidak semua diberitahu juga.

H : Ooo, gitu.. Nah, sebenarnya Miss, dengan yang nanti mau saya buat ini harapannya sih bisa jd transparansi Miss. Jadi kira-kira kalau dari junior ke middle itu apa yang harus dicapai, ditingkatkan, poin yang mana gitu. Terus bedanya dimana ya itu Miss bedanya kalo beda level teacher?

M : Wah, saya juga kurang tahu tuh. Pokoknya kalau saya sih dari lama kerjanya, saya asisten 1 tahun, setelah itu saya pegang kelas, TK A, tahun berikutnya TK B, stlh itu dari dua tahun lalu saya pegang TK A TK B..... (rekaman terputus)