

Effect Based Training, Multiple Intelligence, Characteristics, and Background of the Tranees: The Key to the Improvement of the Early Childhood Tutor Competences

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Abstract: *This research aims to establish what extent the effect of variables such as multiple-intelligence-based training, characteristics, educational background and social economy background on the competence of early education tutor in Kendari, Southeast Sulawesi. The population of this study is the tutors or the teachers of early childhood education that are spread around 83 kindergartens and play groups consisting of 293 people held in Kendari, Southeast Sulawesi. Using probability sampling in obtaining the sample, this study revealed that there is a positive effect between the multiple-intelligence-based training, characteristics, educational background and social economy background on the competence of the early childhood education tutors in Kendari, Southeast Sulawesi. Firstly, concerning multiple-intelligence-based training, the result of hypothesis testing proved that multiple-intelligence-based training has a significant effect on the competence of the tutor which can be seen from the result of the t-test namely 54,364 with the level of significance $0,000 < \alpha < 0,05$. The value of the effect of multiple-intelligence-based training toward the competence of the tutor is as many as 57.00%. Meanwhile, 43% of the tutor competence is affected by other factors, in this case the characteristics, educational background and social economy background. Secondly, related to the characteristics, the result of the hypothesis proved that the characteristics has a significant effect on the tutor competence which can be seen from the result of the t-test, 47.353, with the level of significance $0,000 < \alpha = 0,05$. The value of the characteristics toward the increase of the tutor competence is 44,9% while the other 55,1% is multiple-intelligence-based training and educational background and social economy background. In the last, the result of the hypothesis has shown that the educational and economy background of the tutors have a significant effect on their competence which can be seen from the result of the t-test, 24,931, with the level of significance $0,048 < \alpha = 0,05$. The value of the educational background and economy of the tutor toward the increase of the tutor competence is 0,5%. While the other 99,5% is in this case the characteristics, and multiple-intelligence-based training.*

Key words: *Multiple-Intelligence-based Training, Characteristics, Educational and Economy Background, the Competence of Early Childhood Education Tutor/Teacher.*

I. Introduction

Developments in science and technology today's increasingly demanding faster reforms in all areas of life, for it is the improvement of the quality of human resources (HR) is indispensable. One effort that is through education, education is essentially a deliberate and planned efforts to develop human resources in order to increase the degree and human dignity. Backwardness in education will lead to various problems such as ignorance and poverty. Address this means that education should be positioned in a specific order and first priority. Development of human resources (HR) is an investment that be the sole responsibility of a nation-state (nation state). As revealed by Suryadi (2010, p. 1) investment for human resources (HR) is always directed at the two main objectives, namely to achieve resilience (survival) and deliver the nation to grow and develop (development) towards maturity, prosperity and justice. Sectors that can contribute directly to the development of quality human resources is education, training, nutrition and health improvement.

Educators is one component input instrumental central role in the process of establishing a quality education graduates. Tutor as educators element, which is an educator in the education system that greatly affect the quality of graduates, therefore, the tutor must have competencies that can support the achievement of the objectives. Tutor/teachers are required to live his duties as an educator and must be willing to work in accordance with the rules that have been determined, dedicated and high capability in executing multi-function, namely as a teacher, facilitator, communicator, models, evaluators, innovators, agents reformer, a moral and political agents, cognitive agents, and managers.

Associated with an increase in early childhood tutor competence, there are many ways that can be done by the tutors themselves or the agency can be reached either through school education or special education schools. Through school education if they want to increase their knowledge and skills can be taken, by way of training tutors.

In this study, researchers will examine how the effect of multiple intelligence based training (X1), the characteristics of the tutor (X2), and background tutors (X3) to increase the competence of early childhood tutor (Y) in the city of Kendari, Southeast Sulawesi. The sample in this research is early childhood tutor who attended multiple intelligence based training.

Based on the background and identify the problem then there are some fundamental issues that need attention are still low competence tutor early childhood education, especially in criticism Abeli, Poasia, Kambu, Matabubu, Baruga, Mokoawu and Mandonga, Human resources (HR) particularly very early childhood educators need training and activities with materials that can improve the competence of the tutor. In addition to human factors tutors less creative in making a toy that can stimulate early after the child's intelligence plural. Based on this background, the description in this study, the focus of the problem is the effect of multiple intelligence based training, tutors and background characteristics, to the improvement of early childhood tutor competence in Kendari.

II. Review of Literature

1. Concept Training

Training can be done in the type and scope of non-formal education. Each training program is a learning process that is integrated with the work task at hand. Many experts suggest the notion of training, As revealed by Sedarmayanti (2007, p .164) formulate that: Training is a short term utilizing educational process and systematic and organized procedure by the which non-managerial personnel knowledge yang learn technical skills for the definite purpose (Training is Short-term educational process that utilizes yang sistematis procedures and organized, where non-managerial personnel learn the skills and technical knowledge for a particular purpose).

Understanding the training has been formulated by experts, including by Friedman et al. (1985; 4) (in Sudjana, 2007, p. 4), which suggests that: Training is a process used by Organizations to meet their goals. It is called into operation when a discrepancy is perceived between the current situation and a preferred state of affairs. The trainer's role is to facilitate trainee's movement from the status quo toward the ideal.

Training and Education as a component in society, organized to serve the needs of the community in order to achieve their end, as revealed by Suryadi (2009, p. 29) that there are three types of education and training purposes, namely a. consumption purposes (consumption), b, the purpose of investment (investment), and c. the goal of justice (equity) Education as one form of investment in human resources that represent these objectives.

Benefits of training for tutors as expressed by Marzuki (2001, p. 28), suggests the benefits of training are as follows: a. training as a tool to improve the performance / ability of individuals or groups in the hope improve performance organization, b. specific skills are taught so that the employee can perform the tasks in accordance with the required standards; c. training can also improve attitudes towards work, to the leader or employee .; and d. Another benefit than the training is to improve safety standards. As revealed by Simamora (1995, p. 345), there are some benefits derived from the results of training, including useful for: 1). improve performance. Tutors who work in unsatisfactory because of lack of skills is the main target of training. 2). Updating the expertise of employees in line with technological progress. Through training, a tutor is required to effectively use the new technologies in learning. 3). reducing the time to learn a new employee in order to become competent in the job. A new tutors need training, so that they will have the skills and the skills needed in the workplace. 4). help solve operational problems. With the expected tutor training, will be able to have cognitive competence of solving the problems of management and learning process in real terms. 5). prepare employees for promotion. One way to attract, hold, and motivate is through systematic career development program. 6). orient employees to the organization. During the first few days on the job, new tutors form their first impression of the organization's management team. 7). meet the needs of personal growth.

2. Characteristics Tutor / Teacher

Characteristics tutor/teacher is any good teacher action attitude within the school and community, the characteristic tutor/ teacher professional, formal education and master various techniques in teaching and learning activities as well as mastering the foundations of education. Characteristics tutor/teacher effective as revealed by Suyanto and Hisham (2000), namely: 1. The ability associated with classroom climate, 2. Ability related to management strategies 3. Ability related to the provision of feedback and reinforcement 4. Capability associated with increased self.

3. Background Tutor / Teacher Early Childhood Education Programs

Educational background will affect the activities of the tutor / teacher in conducting the learning interaction. For example, the scientific attitude is influenced by the characteristics of science itself, environmental education, and so on. Theoretically experience earned in education profession is not always guarantee success tutor / teacher in teaching, if not supported by the experience of direct interaction with the learning environment or direct interaction with pesertadidik early childhood.

According Buchori (1994, p. 17), which is defined as the level of education is the level of formal education obtained as evidenced by a formal certificate, diploma is a sign of recognition that a person has completed a certain educational programs. Thus diploma can be used to demonstrate the ability of a person.

Socio-economic background of a person who works in an institution or company in the organizational structure as well as in everyday life. As it is expressed by Moekijat (1999, p. 49) that socioeconomic status may affect a person's life, as it relates to her position in life in the community as well as its position in the work. If the status of a person in the community or workplace is high then the person will be regarded than others

4. Competence Tutor / Teacher early childhood education programs

Teacher competence includes four core competencies, namely pedagogical, personality, social and professional. Pedagogical competence includes 10 core competencies, personal competence includes 5 core competence, social competence includes four core competence, and professional competencies include five core competencies. Thus the teacher Indonesia must meet 24 core indicators on duty as a teacher.

5. Basic Concepts and Strategies Learning Intelligence plural

Such as expressed by Armstrong (2004, pp. 99-133) theory of multiple intelligences allow the tutor to develop innovative teaching strategies are relatively new in the world of education. Nevertheless, multiple intelligence theory asserts that no set of teaching strategies that can always work effectively for all learners, because every student has a different trend in its ninth intelligence. With the difference in this trend tutor should use teaching strategies vary. Examples for intelligence language (Linguistic Intelligences) 1.Bercerita, 2.Curah idea, 3.Merekam with Tape Recorder, 4.Menulis Journal, 5.Dokumentasihasil work learners early childhood.

6. Framework

Framework needed to perform an analysis of the problems that needed theoretical issues relevant to the topic under study. Theory serve as the foundation / base and referral in thinking, so that the analysis of the problem is not widespread unnecessary direction, or the direction of the element of subjectivity in problem solving is based on objective considerations. The variables in this study are: multiple intelligence based training (X1), The characteristics Tutor early childhood (X2), Background (X3), Competence Tutor early childhood (Y). The framework in this study are as follows:

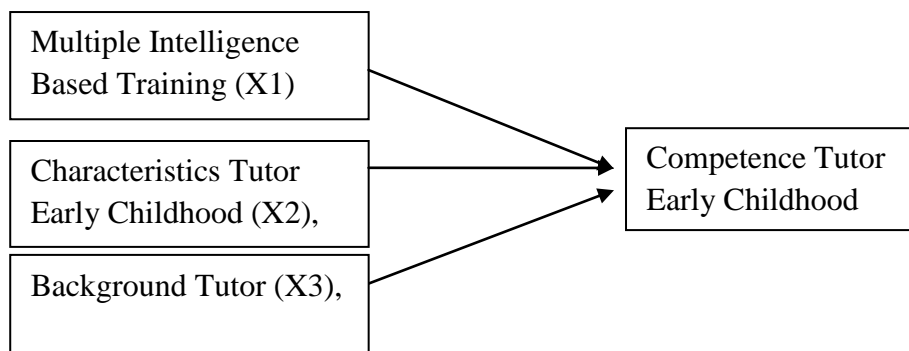


Figure 3 Framework Of Thinking

7. Hypothesis Advanced Research

A hypothesis is a statement about the population will then be evidenced by the data. So the hypothesis is a statement about the population parameters that need to be proven. Formulation of research hypothesis is a step in the research activity, as revealed by Arikunto, S. (2000, p, 56). hypothesis is an educated guess temporary answer to the formulation of research problems, in which the formulation of research problems have been expressed in the form of a question sentence. Said to be temporary, because new answers given are based on relevant theory, not based on empirical facts obtained through data collection. Formulating research hypothesis is that research using quantitative approach. The hypothesis in this study are as follows:

1. H1. There is the effect of multiple intelligence based training to increase early childhood tutor competence in town Kendari, Southeast Sulawesi.
2. H2. There is a tutor to the increased influence of the characteristics of early childhood tutor competence in town Kendari, Southeast Sulawesi.
3. H3. There are significant educational and economic backgrounds tutor to tutor competence enhancement of early childhood in the town of Kendari, Southeast Sulawesi.

III. Methods

This study uses a quantitative approach to correlation with ex post facto design. Ex post facto research is research aimed at finding possible causes behavioral changes, symptoms or a phenomenon caused by an event, behavior or things that cause changes in the independent variables as a whole has. The research is very appropriate to examine the influence between variables free on the dependent variable. Ex post facto research design to examine the facts that have occurred and experienced respondents. As revealed by Sudjana, N (2009, p. 56) that, research that is ex post facto do not hold the treatment of research subjects and do not hold data manipulation, it only seeks the facts that the event has occurred, by using a questionnaire. As revealed by Sukardi (2012, p. 166) This study is done, when they want to know about strong or weak ties related variables in an object or subject under study. Ex post facto study researchers usually do not manipulate the state of a given variable and directly search for the existence of a relationship and the level of variable relationships are reflected in the correlation coefficient.

This research was conducted in the city of Kendari Southeast Sulawesi province in the district Abeli, District Poasia, District Kambu, District Baruga, District Kadia, District of West Kendari, District Wua-Wua, Puwatu, Mandonga, kendari West, Baruga, Kambu and Kadia with consideration 1) location of these districts are autonomous regions, sub-districts that still need the service, especially in improving Manusi Resources (HR), 2) the level of public participation to high early childhood education programs seen from the number of existing early childhood institutions competence of a tutor but still needs to be improved, 3) social and cultural life not well developed so as not to be used to support educational programs in the area.

Based on data from a national education service profile Kendari number tutor early childhood population in the city of Kendari as 293 people, which will be sampled, early childhood tutor who attended multiple intelligence based training (Multiple Intelligence).Tecnic propotional sampling is used to determine the survey respondents in each kindergarten with lottery without refund. With the standard technique of sampling error for the total sample of 210 teachers from a population of 293 early childhood teachers.

Normality test aims to test whether the model of the analysis contained in the dependent variable and independent variables both have normal or near-normal. Test distribution normality is an attempt to prove whether the distribution of samples that have been observed from a normally distributed population is having conformity with the theoretical distribution ". This test is also called the goodness of-fit test (colmogrv-Smirnov test). Normality test analysis in this research used SPSS. Conditions normality SPSS output results can be seen in the value obtained significant level. If the value (confidence level > 0.05), then the data is normally distributed. And conversely, if the value (confidence level < 0.05), then the data is not normally distributed. Analysis research data used statistical methods using analysis of variance.

IV. The results and discussion

Based on the formulation of the problem and research objectives, then hypothesis which will be tested in this study is that there is the influence of multiple intelligence based training (X1) to increase early childhood tutor competence in Kendari, there is the influence of the characteristics (X2) to increase early childhood tutor competence in Kendari, there is the influence of background back tutor (X3) to increase early childhood tutor competence in Kendari. To test the hypothesis used regression testing and test the coefficient of determination.

Tabel 17: Coefficient Regression Testing

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1,059	,794		-1,333	0,184
	Multiple Intelligence Based Training (X1)	1,005	,018	0,719	54,364	0,000
	Characteristics (X2)	0,918	,019	0,626	47,353	0,000
	Background tutor (X3)	0,009	,010	0,012	24,931	0,048

Dependent Variable: Y

Source, Output SPSS 20

Value used to see regression coefficients in Table 17 are standardized Coefficients beta then that value is used by multiple regression formula is $Y = \beta_1X_1 + \beta_2X_2 + \beta_3X_3$. $Y = 0.719 + 0.626 + 0.012$. The results of the regression equation is defined as follows: (1). Coefficient of multiple intelligence based training (X1) of 0.719, these results illustrate the positive impact multiple intelligence based training to the improvement of early childhood tutor competence. (2). Characteristic coefficient value (X2) of 0.626, these results illustrate the positive effect on improving the competence of the characteristics of early childhood tutor. (3). Background Tutor coefficient value (X3) of 0.012, these results illustrate the positive effect of the increased competence background of early childhood tutor.

Table 18: Testing Coefficient of Determination Model Summary (X1)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.756 ^a	.572	0.570	1.54990	0.572	277.936	1	208	.000
Predictors: (Constant), Y									
Source Output SPSS 20									

The coefficient of determination is used to determine how much influence the independent variables (independent) in explaining the dependent variable (dependent). Based on Table 18, the ability of multiple intelligence based training, the competence of the tutor can be seen in the Adjusted R Square. The magnitude of the coefficient of determination in Adjusted R Square of 0.570. These results indicate that the effect of multiple intelligence based training, to tutor competence of $(0.570 \times 100\%) = 57.00\%$. While 43% $(100\% - 57.00\%)$ of early childhood tutor competency influenced by other factors outside the plural intelligence-based training.

Table 19: Test coefficient of Determination Model Summary (X2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.672	0.452	0.449	1.67231	0.452	171.611	1	208	0.000
a. Predictors: (Constant), Y									

The coefficient of determination is used to determine how much influence the independent variables (independent) in explaining the dependent variable (dependent). Based on Table 19, the magnitude of the influence of the characteristics of early childhood tutor competence can be seen in the Adjusted R Square. The magnitude of the coefficient of determination in Adjusted R Square of 0.449. These results indicate that the influence of the characteristics, the competence of a tutor at $(0.449 \times 100\%) = 44.9\%$. While 55.1% $(100\% - 44.9.00\%)$ competency tutor influenced by other factors outside Characteristics.

Table 20: Testing Coefficient of Determination Model Summary (X3)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.002 ^a	.000	0.005	4.44369	.000	.001	1	208	.981
a. Predictors: (Constant), Y									

The coefficient of determination is used to determine the influence of independent variables (independent) in explaining the dependent variable (dependent). According to the table 20 the effect of educational and economic background of the competence of a tutor can be seen in the Adjusted R Square. The magnitude of the coefficient of determination in Adjusted R Square of 0.005. These results indicate that the influence of education and economic background to the competence of the tutor $(0.005 \times 100\%) = 0.5\%$. While 99.5% $(100\% - 0.5\%)$ competency tutor influenced by other factors outside the educational and economic backgrounds.

1. Hypothesis 1. There Influence of Multiple Intelligences Based Training (X1) The early childhood education programs Tutor Competence in Kendari

Effect of multiple intelligence based training to increase the competence of the tutor/teacher early childhood education programs expressed in the form of the regression equation $Y = 0636 + 0719 X1$. Regression between training variables with competence development based on intelligence plural significance and linearity of the regression equations are presented in the following table:

Table 21: Regression Test Results Between Multiple Intelligences Based Training (X1) with competence Tutor (Y)Anova

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1305.039	1	1305.039	277.936	.000 ^b
	Residual	976.656	208	4.695		
	Total	2281.695	209			
a. Dependent Variable: Y						
b. Predictors: (Constant), X1						

Based on the significance test the effect of multiple intelligence based training variables to competence tutor / early childhood teachers in Kendari 277.936 F calculated values obtained for $\alpha = 0.05$ so that multiple intelligence based training variables significantly affect the competence of the tutor / early childhood teachers in Kendari, Southeast Sulawesi. Based on the above calculation can be concluded that the influence of variables with multiple intelligence based training tutor competence showed significant results of 0.000, these results indicate that each increase of one unit of multiple intelligence based training scores will cause an increase in scores competencies tutor/teacher in Kendari. The amount of variance competence influenced or determined by multiple intelligence based training is 57%.

The strength of the relationship between multiple intelligence based training to competency tutor /teacher early childhood education programs in Kendari expressed in the correlation coefficient (r) of 1.00 with $\alpha = 0.05$. Critical areas with significance level $\alpha = 0.05$ to test the two regions is $t > 1.96$ and $z < -1.96$. Price 54.364 t mean greater than t table 1.196, 0.000 significant. This indicates that the null hypothesis (Ho) is rejected, which means that the research hypothesis states there multiple intelligence based training effect on improving the competence of the tutor / teacher early childhood, in Kendari, can be accepted as true. thus it can be seen that any increase in the plural intelligence scores based training followed rising competence scores tutor / early childhood teachers in Kendari.

2. Effect of Characteristics (X2) Against Early Childhood Education Programs Tutor Competence in Kendari, Southeast Sulawesi (Y)

The research hypothesis that states there are significant multiple intelligence based training to increase the competence of early childhood tutor. Model characteristics influence on improving the competence of the tutor / gur early childhood education programs expressed in the form of the regression equation $Y = 3.0800 + 626 X2$. Significance tests and linearity regression equation can be presented in Table 22.

Table 22: Regression Test Results Between Characteristics (X2) With Competence (Y)

Anova ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1031.488	1	1031.488	171.611	.000 ^b
	Residual	1250.207	208	6.011		
	Total	2281.695	209			
Dependent Variable: Y						
Predictors: (Constant), X2						

Based on the significance test variables influence the characteristics of a tutor to tutor competence / early childhood teachers in Kendari 171.611 F calculated values obtained for $\alpha = 0.05$ so variable tutor characteristics significantly affect the competence of the tutor / early childhood teachers in Kendari, Southeast Sulawesi.

Based on the above calculations can be concluded that the relationship between tutor characteristic variables are significant, the regression equation $Y = 3080 + 0459 X2$, showed that each increase of one unit of background score tutor will cause an increase in scores competencies tutor / teacher in Kendari, amounting to 0,981 units in constants. The amount of variance competence influenced or determined by the characteristics of early childhood tutor at 44.9%.

The strength of the relationship between the characteristics of the tutor to tutor competence/gur early childhood education programs in Kendari expressed in the correlation coefficient (r) of 1.00 with $\alpha = 0.05$. Critical areas with significance level $\alpha = 0.05$ to test the two regions is $t > 1.96$ and $z < -1.96$. Price 47.353 t mean greater than t table and a significant level of $\alpha = 0.000$ for 0.05 and 1.96 t table. This indicates that the null hypothesis (Ho) is rejected, which means that the research hypothesis states there are significant characteristics of the competency tutors tutor / early childhood teachers in Kendari, can be accepted as true. Thus it can be seen that any increase in scores followed the rising characteristic tutor competency scores / early childhood teachers in Kendari.

3. Effect of Background Tutor early childhood (X3) The Early Childhood Education Programs Tutor Competence in Kendari, Southeast Sulawesi (Y)

The hypothesis that states there are significant research background to the increased competence tutor early childhood education programs in Kendari. Model background influence tutors to increase the competence of the tutor/teacher early childhood education programs expressed in the form of the regression equation $Y = 50.780 + 0.012 Y$. significant test and linearity regression equation can be presented in the following table.

Table 23: Regression Test Results Between Background (X3) With Tutor Competence Anovaa

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	0.006	1	.006	.001	.981 ^b
	Residual	2281.689	208	10.970		
	Total	2281.695	209			
a. Dependent Variable: Y						
b. Predictors: (Constant), X3						

Based on the significance test the effect of background variables tutor to tutor competence/early childhood teachers in Kendari obtained calculated F value of 0.001 for $\alpha = 0.05$ so that the tutor background variables significantly affect the competence of the tutor / early childhood teachers in Kendari, Southeast Sulawesi. It shows that each increase of one unit of background score tutor cause an increase in scores competencies tutor / teacher in Kendari of 0981 units at a constant 50 787 The amount of variance background competence influenced or determined by the economic background and tutor early childhood education programs was 0.5%.

The strength of the relationship between background tutor to tutor competence / early childhood teachers in Kendari expressed in the correlation coefficient (r) of 1.00 with $\alpha = 0.05$. Critical areas with significance level $\alpha = 0.05$ to test the two regions is $t > 1.96$ and $z < -1.96$, t 24.931 Price means greater than t table for $\alpha = 0.05$ and t table 1.96 , This shows that the null hypothesis (Ho) is rejected, which means that the hypothesis that states there are significant research background to the increased competence tutors tutor / early childhood teachers in Kendari, can be accepted as true. Thus it can be seen that any increase in background score followed rising competence scores tutor / early childhood teachers in Kendari.

V. Conclusions and Recommendations

Based on the results of the analysis are presented in Chapter IV, it can be concluded as follows:

Multiple intelligence based training (X1) positive effect on early childhood tutor competence (Y) with a regression coefficient of 1305,039. Hypothesis test results also prove that the multiple intelligence based training affect the competence of the tutor who can be proved of 54.364 t test with significance level of $0.000 < \alpha = 0.05$. The magnitude of the effect of multiple intelligence based training, to tutor competence of $(0.570 \times 100\%) = 57.00\%$. while 43% $(100\% - 57.00\%)$ of early childhood tutor competency influenced by other factors outside the plural intelligence-based training.

The strength of the relationship between multiple intelligence based training to competency tutor/teacher early childhood education programs in Kendari expressed in the correlation coefficient (r) of 1.00 with $\alpha = 0.05$. Critical areas with significance level $\alpha = 0.05$ to test the two regions is $t > 1.96$ and $z < -1.96$. Price 54.364 t mean greater than t table 1.196, 0.000 significant. This indicates that the null hypothesis (Ho) is rejected, which means that the hypothesis that states there are significant research-based training to increase competency plural intelligence tutor/early childhood teachers in Kendari, can be accepted as true. the results showed that the correlation coefficients are significant, so there is positive, it means increasing the plural intelligence-based training will be followed by increased competence early childhood tutor.

Characteristics (X_2) has positive influence on competence obtainable tutor with a regression coefficient of 1031,488. Hypothesis test results also prove that the multiple intelligence based training affect the competence of the tutor who can be proved of 47.353 t test with significance level of $0.000 < \alpha = 0.05$. The results showed that multiple intelligence based training positive influence on the improvement of early childhood tutor competence in Kendari. The amount of variance competence influenced or determined by the characteristics of early childhood tutor at 44.9%.

The strength of the relationship between the characteristics of the tutor to tutor competence / guru early childhood education programs in Kendari expressed in the correlation coefficient (r) of 1.00 with $\alpha = 0.05$. Critical areas with significance level $\alpha = 0.05$ to test the two regions is $t > 1.96$ and $z < -1.96$. Price 47.353 t mean greater than t table and a significant level of $\alpha = 0.000$ for 0.05 and 1.96 t table. This indicates that the null hypothesis (H_0) is rejected, which means that the research hypothesis states there are significant characteristics of the competency tutors tutor / early childhood teachers in Kendari, can be accepted as true.

Educational and economic backgrounds tutor (X_3) positive effect of increasing competence obtainable tutor with a regression coefficient of 0.006. Hypothesis test results also prove that the educational background and economic effect on improving the competence of the tutor who can be proved of results 24.931 t test with significance level of $0.048 < \alpha = 0.05$. The magnitude of the effect of education and economic background to improving the competence of the tutor of 0.5%, so 99.5% competency tutor influenced by other factors outside the educational and economic background of early childhood tutor.

The strength of the relationship between background tutor to tutor competence / early childhood teachers in Kendari expressed in the correlation coefficient (r) of 1.00 with $\alpha = 0.05$. Critical areas with significance level $\alpha = 0.05$ to test the two regions is $t > 1.96$ and $z < -1.96$, t 24.931 Price means greater than t table for $\alpha = 0.05$ and t table 1.96, This shows that the null hypothesis (H_0) is rejected, which means that the hypothesis that states there are significant research background to the increased competence tutors tutor / early childhood teachers in Kendari, can be accepted as true. Thus it can be seen that any increase in background score followed rising competence scores tutor / early childhood teachers in Kendari. The results showed that the correlation coefficients are significant, so there is positive, it means increasing educational and economic backgrounds will be followed by increasing early childhood tutor competence in Kendari, Southeast Sulawesi.

Based on the conclusions obtained in this study, the authors communication of the following recommendations: To achieve school education better, hence the need for strategic planning, namely improving the quality of human resources, through formal or non-formal education, such as training, seminars and courses to early childhood tutor. Associated with an increase in HR tutors Early Childhood Education policy makers need to increase the quota target number of new trainee tutors remember a few percentage newly trained tutors on a national scale, regional, local.

In this study, there are still many weaknesses and limitations. Limitations of this study mainly concerns the limited scope of the study. This study only focused on three independent variables, namely: multiple intelligence based training variables (x_1), variable characteristics (x_2), tutor background variables of education and economic background tutors (x_3) and the independent variables tutor competence (Y). Furthermore, to find out how much truth on these results, further research needs to be done. However, further research could use a similar approach to research or a different approach.

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Source book

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