

Early Childhood Teacher's Pedagogical Competence

Maria Fatima Mardina Angkur¹, Maria D.V. Banggur², Theresia Alviani Sum³,
Florentina Imbus⁴

{mariafatimamardinaangkur@gmail.com¹, mariabanggur1@gmail.com², annysum85@gmail.com³,
jerubua@gmail.com⁴ }

¹⁻⁴Universitas Katolik Indonesia Santu Paulus Ruteng, Indonesia

Abstract. The safety activity learning model has been widely applied at the early childhood education level, but the practice in the classroom is not based on these learning stages. Efforts to explore the implementation of safety activities need to be done to provide useful information for practitioners and related parties. This qualitative descriptive research identifies data through an interview mechanism supported by observation and document study. The collected data is then analyzed using several stages, namely: data collection, data reduction, data display, and conclusion drawing. Based on the results of the study, it can be concluded that the teachers at PAUD Mutiara Hati Bola consist of 4 non-PAUD S1 teachers and 1 high school graduate teacher. The professionalism of Mutiara Hati Bola Manggarai Indonesia PAUD teachers in terms of their pedagogical competence needs to be supported by their ability to make learning tools, carry out learning, create learning media, and manage the results of learning assessments.

Keywords: early childhood teacher, early childhood education, pedagogical competence

1 Introduction

Education is an investment in the development of human resources and is seen as a basic need for every country or people who want to progress [1], [2]. Indonesia's National Education System, defines the word 'educator' as qualified education personnel as teachers, lecturers, counselors, tutors, widyaswara, tutors, instructors, facilitators, and other designations that are in accordance with their specialty and participate in providing education [3]. Education is an effort to change the behavior carried out by a teacher in building the character of students, in order to prepare themselves to embrace the future that will come [2], [4]. Early Childhood Learning is a series of analytical and programmed efforts in carrying out training and training aimed at children from birth up to the age of 6 years, which is carried out through providing learning stimuli to help develop physically, spiritually and progress so that children are ready to penetrate more learning [5].

Teachers enact a very crucial role in education. The teacher is in the forefront who related directly to the subject and object of learning [6]. So, the teacher is often used as a source of knowledge and information not only in the school atmosphere, but also in the community. In the school environment, this is related to the task of the teacher as a noble profession, which includes educating, teaching (through playing) and training. The concept of educating can be interpreted by developing the values of life to its students (affective); teaching can be interpreted to develop science and technology (cognitive) in accordance with the time progress. While training means developing the potential skills contained in students (psychomotor) [7].

Law No. 14 of 2005 concerning Teachers and Lecturers in article 8 has stated that: Teachers must have academic qualifications, competence, teaching certificates, physical and mental health, and teachers must have the expertise to set national learning goals. Furthermore, article 10 also states that: Teacher competencies as referred to in Article 8 include pedagogic competence, personality competence, social competence, and also professional competence obtained through professional education. In article 20 d it is stated that in carrying out professional duties, a teacher is obliged to: plan learning, carry out a quality learning process, and assess and evaluate learning outcomes. Furthermore, in Government Regulation Number: 19 of 2005, concerning National Education Standards, article 28 paragraph C demands the existence of abilities or competencies that must be mastered by a teacher. Muhibban also stated, a professional teacher is a teacher who has adequate teacher competence or capable [8]. Thus, one of the factors that determine the teaching and learning process could be referred as success is teacher. Therefore, a teacher is expected to bring with the competence to organize ideas among students so that they can feel the enthusiasm and interests of children's learning [9].

Teaching competence is an ability and authority possessed by the teacher in carrying out his obligations with responsibilities as a teacher. Since teaching is a noble profession, competence is a requirement. Related to the education, competence displays rational actions in nature to achieve educational goals in accordance with the expected conditions. Competence is obtained through a process of training or education. The realization of learning and educational goals that occur in schools is one of them influenced by teacher competency factors. Teacher competence can also be interpreted as the scientific ability of teachers to carry out their duties responsibly [10], [11].

Pedagogic competence includes educational science abilities, description and development of students' abilities, programming and implementation of upgrading, and an upgrading assessment system [9], [12]. Based on the results of the initial data collection conducted by researchers using observation and interview methods, it was found that there was a difference between data from interviews and from the observations. The results of interview with the teachers said that in the implementation of learning, the learning model used was a group model with safety activities. On the contrary, based on the observations, there was no any implementation of the group learning model steps with safety activities was found. Based on this problem, the researcher was interested to do research on the pedagogical competence of teachers at Mutiara Hati Bola ECE.

2 Method

This research is included in the qualitative descriptive group. The subjects of the research were 5 teachers at Mutiara Batin Bola Manggarai Indonesia PAUD. Of these, there were 4 non-deed PAUD graduate teachers teaching, as well as 1 alumnus teacher from high school. The location of this research is located in Ruang Village, North Satar Mese Sub-District.

To obtain accurate data, researchers use interview techniques, observation techniques, and documentation study techniques. The main criteria to ensure the trustworthiness / correctness of research results are to use source triangulation techniques and data collection techniques. Analysis of the information used is carried out descriptively, namely an analysis that provides an overview of the conditions that have been monitored. On the other hand, the method used in this research uses qualitative analysis. The analysis is carried out through several stages, namely: gathering information, reducing information, displaying information, and drawing conclusions [13].

3 Results and Discussion

Mutiara Hati Bola Early Childhood Education School is an early childhood institution located in North Satar Mese Sub-District. There are five teachers only in this school. Four teachers were graduated from College or University but not specialized in Early Childhood Education and 1 teacher is a high school graduated. This is in line with the results of research conducted by the [14] which shows that 99.51% of ECCE teachers in Manggarai Regency have not met the academic qualification standards as stated in permendikbud No. 2014. Most of them still have a high school diploma or equivalent and housewives who have never been equipped with a number of ECCE teacher competencies. This then has an impact on the quality of the learning process in PAUD [15]. This institution is one of the ECE institutions that have not been accredited since 2019. The teachers there said that in their sub-district, there were some activities for ECE institutions but they never participated.

3.1 Learning Design

Based on the interview results with 5 teachers at Mutiara Hati Bola ECE, it was said that curriculum used in that school was still applying K-2013 Curriculum. The teachers also said that they did not make an annual program but they immediately made the 6-months Programs, Weekly Programs, and Daily Lesson Plan (RPPH).

The subject also explained that the semester program was made for a period of 6 months either in semester 1 or semester 2. The Daily Lesson Plan (RPPH) used by the teacher is also made every week before being used.

3.2 Learning Implementation

Based on the interview results, it was found that learning model used was a group learning model with safety activities i.e. a group model with individual work. The data is inversely proportionate with the observations of the teaching-learning implementation in the classroom, where there are no visible stages of the group learning model with safety activities. The results of the lesson plan analysis also support this finding which does not explain in detail the syntax for learning safety activities [16]. This means that the implementation of learning must be in accordance with the learning plan that has been made.

Based on observations The group learning procedures with safety activities implemented by the teacher starts from the opening prayer activities, attendance, singing according to the theme, asking questions according to the theme and sub-themes. The children then divided into groups. Before entering the group, the teacher explains in advance the playing activities that will be carried out by the children before they join into their respective groups. Then the students started the activities that the teacher had made possible. When they have done with playing, the teacher did not direct them to play activities in other groups, if the places are still available in other groups. The teacher only commanding them after playing in their respective groups to clean the hands. After that the children are invited to return to their respective groups.

Analysis of the results of observations suggests that the group learning model of safety activities that is applied is not fully in accordance with the syntax or learning stages. For example, children are divided into 3 (three) groups, so the teacher provides activities for 3 (three) groups and also safety activities. The results of the work obtained are the results of individual works. If there is a child who completes tasks faster than friends in their group, then the child can continue activities in other groups as long as there is still a place to play. However, if there is no place to play, then the child can play with safety activities.

The learning media used by the teacher are all media purchased from the store. Teachers at Mutiara Hati Bola ECE have never made educational game tools or learning media. The only learning media in that school is a lego.

3.3 Evaluation of Learning Outcomes

Furthermore, from the analysis of the results of interviews with the subject, it was found that teachers never made written notes to parents if the children could not achieve the expected development. The study documentation also did not find any assessment instrument in the Daily Lesson Plan (RPPH). And according to the interview results, it was concluded that Mutiara Hati Bola ECE teachers did not make an assessment report.

Pedagogic competence is what distinguishes teachers from other professions and will determine the success rate of the learner's learning process and outcomes [17]. The National Education Standards Agency explains that pedagogic competence is "the ability to manage students which includes: understanding insights or educational foundations, understanding of students, development of curriculum/ syllabus/, learning planning, implementation of educational and dialyzed learning, evaluation of learning outcomes, and development of students to actualize their various potentials" [18].

Thus, early childhood teachers need to possess skills related to the lesson plan, learning implementation and also assessment on learning outcomes. Based on the data obtained from the study result, it can be concluded that the pedagogical competence of teachers needs to be improved.

4. Conclusion

From the results of content analysis, the pedagogical competence of teachers at Mutiara Hati Bola ECE is need an improvement. ECE teachers are always expected to have an adequate pedagogical competence, among them are the abilities related to the learning plan, learning implementation, conducting assessments, and preparing educational game tools.

References

- [1] T. Gerl, C. Randler, and B. Jana Neuhaus, "Vertebrate species knowledge: an important skill is threatened by extinction," *Int. J. Sci. Educ.*, vol. 43, no. 6, pp. 928–948, 2021, doi: 10.1080/09500693.2021.1892232.
- [2] X. Yue, S. Yang, B. Chen, W. Wanglee, and Y. Ye, "A Review on Higher Education of Belt and Road Initiative: Key Findings and Emerging Themes," *High. Educ. Stud.*, vol. 12, no. 2, p. 93, 2022, doi: 10.5539/hes.v12n2p93.
- [3] M. P. I. Dr. Nurfuadi, "Manajemen Kompetensi Guru Dalam Peningkatan," R. Hadi and A. P. Wartam, Eds. Purwokerto: STAIN Press.
- [4] H. N. Nada, R. U. Fajarningsih, and O. P. Astirin, "Environmental education to build school members' character," *JPBI (Jurnal Pendidik. Biol. Indones.)*, vol. 7, no. 1, pp. 43–52, 2021, doi: 10.22219/jpbi.v7i1.14283.
- [5] J. N. Lestari¹), Sasmianti²), Riswandi³, and), "Pemahaman Guru PAUD Terhadap Kompetensi Pedagogik di Kecamatan Balik Bukit Lampung Barat," *J. Pendidik. Anak*, vol. 4, no. 1, 2018.
- [6] F. Mumcu, N. A. Uslu, and B. Yıldız, "Investigating teachers' expectations from a professional development program for integrated STEM education," *J. Pedagog. Res.*, vol. 6, no. 2, pp. 44–60, 2022, doi: 10.33902/JPR.202213543.
- [7] M. A. Anggreni, "Kompetensi Guru Paud di Kelurahan Balas Klumprik dalam

- Mengembangkan Perangkat Pembelajaran [Competence of Early Childhood Education Teachers in the Balas Klumprik Village in Developing Learning Tools],” *J. Buana Pendidik.*, vol. XIII, no. 23, pp. 30–42, 2017, doi: 10.36456/bp.vol13.no23.a448.
- [8] M. Mawardi, “Optimalisasi Kompetensi Guru Dalam Penyusunan Rencana Pelaksanaan Pembelajaran,” *J. Ilm. Didakt. Media Ilm. Pendidik. dan Pengajaran*, vol. 20, no. 1, p. 69, 2019, doi: 10.22373/jid.v20i1.3859.
- [9] S. Alkornia, “Studi Deskriptif Kompetensi Pedagogik dan Profesionalisme Guru PAUD Dharma Wanita Binaan SKB Situbondo [Descriptive Study of Pedagogic Competence and Professionalism of Dharma Wanita PAUD Teachers Assisted by SKB Situbondo],” *Pancaran*, vol. 5, no. 4, pp. 143–158, 2016.
- [10] M. Licardo and L. O. Leite, “Ecological conditions and interpersonal skills leading to ECE teacher competences in working with immigrant children in Slovenia,” *Eur. Early Child. Educ. Res. J.*, vol. 30, no. 3, pp. 388–402, 2022, doi: 10.1080/1350293X.2021.1980597.
- [11] T. H. Chiang and D. Trezise, “How teacher competence functions as an institutionalised discourse in the epoch of globalisation,” *Cambridge J. Educ.*, vol. 51, no. 1, pp. 105–125, 2021, doi: 10.1080/0305764X.2020.1782352.
- [12] R. E. Utami, A. A. Nugroho, I. Dwijayanti, and ..., “Pengembangan e-modul berbasis etnomatematika untuk meningkatkan kemampuan pemecahan masalah,” *JNPM (Jurnal Nas. ...)*, 2018, [Online]. Available: <http://jurnal.ugj.ac.id/index.php/JNPM/article/view/1458>.
- [13] Sugiyono, *Metode Penelitian dan Pengembangan (Research and Development/R&D)*. Bandung, Indonesia: Alfabeta, 2016.
- [14] F. De Gomes, S. T. Rahmat, and B. Palmin, “Evaluasi Penyelenggaraan Kelompok Bermain dan Taman Kanak-kanak di Kabupaten Manggarai Berdasarkan Norma, Standar, Prosedur, dan Kriteria Penyelenggaraan Menurut Ditjen PAUD,” *IPD (Jurnal Inov. Pendidik. Dasar)*, vol. 3, no. 1, pp. 44–60, 2019.
- [15] T. A. Sum and E. G. M. Taran, “Kompetensi Pedagogik Guru PAUD dalam Perencanaan dan Pelaksanaan Pembelajaran,” *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 4, no. 2, p. 543, 2020, doi: 10.31004/obsesi.v4i2.287.
- [16] Sum & Taran, “Kompetensi Pedagogik Guru PAUD dalam Perencanaan dan Pelaksanaan Pembelajaran,” *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 4, no. 2, p. 543, 2020, doi: 10.31004/obsesi.v4i2.287.
- [17] R. Š. Černak, “Pedagogical-Psychological Subjects in Teacher Education Faculties in Serbia : A Proposal of the Core Curriculum,” *Int. J. Instr.*, vol. 14, no. 3, pp. 929–944, 2021, doi: 10.29333/iji.2021.14354a.
- [18] N. F. Faidal, “The Teachers ’ Pedagogic Competence in Teaching English through Online and Offline Setting,” *ELT Worldw.*, vol. 7, no. 1, 2020.