

Teaching Competency Development for Early Childhood Education

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Abstract—Early Childhood Education Teachers in Indonesia still have below average standards, one of which is the standard of educators, most of the PAUD teachers in Indonesia are still high school graduates. The conditions above, of course, affect the quality of learning, so that not a few applications in the field of learning many “malpractice”. The aim of this study is to improve teacher teaching competencies through training activities. The results of the preliminary study found several problems, including the teaching techniques of teachers which were still low or limited. The Efforts to fix the above problem starts with teaching basic skills training are questioning skills, provide reinforcement, explaining, managing a classroom, creating variations, open and close the lesson. The results of increased training in teaching competency development have progressed by 23.14%, increasing from 40.79% (pre-test) to 70.43% (post-test). The implication of this activity is that the participants are expected to be able to apply the teaching skills they have acquired at the same time they can teach their fellow teachers who did not participate in the training.

Keywords: *training, techniques, teaching competence, teacher Raudhatul Athfa, PAUD*

I. INTRODUCTION

Early Childhood Education Teachers (PAUD) in Indonesia still have below-average standards, one of which is in educator standards, 52% of PAUD teachers in Indonesia still have high school qualifications, as stated by the Head of PP PAUD and Dikmas in West Java, M Hasbi According to the Head PP PAUD and Dikmas West Java, M Hasbi [1]. The conditions above, of course, have an impact on the quality of learning in PAUD, so that not a lot of implementation of learning in the field many "practice malls" occur especially at the PAUD level. According to Tedjasaputra, children who have been given a dominant education oriented to the academic aspect will make the lives of children less prosperous, meaning that the opportunities of early childhood namely play are lost [2]. Youngsters learn through games, through playing early adolescence develop and build up all parts of advancement that exist in him both physical, scholarly, semantic and conduct [3].

Because in essence, the phase of cognitive development of children has an ideal pattern, the period of childhood to adolescence cognitive development will be dominantly obtained through play activities, both spontaneous play and

structured play for example in school, along with the development of middle school age to college, the development period cognitive will be more dominant obtained from a more serious learning process and less play.

The above conditions are the same as those of Raudhatul Athfal (RA) teachers in Cicalengka District, Bandung Regency. In teaching and learning activities, RA teaching methods and techniques for teachers who tend to provide a lot of development with the assignment of Child Worksheet techniques, so it is necessary to provide enrichment for teachers in developing good and correct teaching techniques at an early age level.

Efforts to improve teaching competence require a process, namely the development of teaching competencies that must be mastered by the teacher, such as skills in asking questions, giving a reinforcement, explaining, managing classes, holding variations, opening and closing lessons. The activity was packaged in RA teacher teaching competency training.

Teaching competency development is an activity that is directed to assist prospective teachers in developing themselves related to teaching assignments. Through this activity it is expected that in the prospective teacher to grow and develop their teaching skills, starting from the preparation of teaching plans, organizing the teaching and learning process, using educational media, and guiding children's learning.

In 1995, a study was conducted on eight areas of teacher competence, including: the learning environment, teacher professional commitment, discipline, basic teacher education, teacher reflection, teacher cooperation ability, and effectiveness and leadership style [4]. The same research has been conducted related to teacher competencies focused on four teacher competencies in teaching, guiding, providing feedback and assessing students' reflection skills with approaches conducted through teacher training. Teacher appreciation of the training program is quite positive. The result is the teacher can meet the competency standards above [5].

Recent research in the province of North Sumatra, Indonesia, collaboration between Medan State University and local government in the form of teacher training. The training program in 2016 was implemented with 3,633 teachers from various levels of the school. The results showed that 711

teachers (19.6%) met the competencies needed to obtain a professional teaching certificate. And overall teacher competency increases after this training [6].

II. METHOD

The methodology utilized as a push to improve showing aptitudes for RA educators in Cicalengka District through Participatory Rural Appraisal (PRA) or Participatory Understanding of Rural Conditions. PRA is a methodology and technique that includes the network together examining life issues to figure genuine plans and approaches and solid activities [7]. This approach model is carried out in several stages, including the following:

A. *The First Stage: Identification and Socialization of the Service Program*

The team approaches various stakeholders. This effort was carried out to explore information about the potentials, opportunities, constraints, and challenges of the RA institution in Cicalengka District. The results of the discussion will serve as a foothold to carry out community service activities in terms of improving teaching skills in RA PAUD teachers in Cicalengka District.

B. *Second Stage: Program Planning*

The steps in this stage include: the team prepares a plan of training activities for RA teachers and outreach to RA teachers, this is done to open the attitude of teachers' awareness to be willing and willing to accept new changes for improving teaching skills in RA institutions.

C. *Stage Three: Program Implementation*

Based on the initial study, the implementation of teaching competency development will be carried out in two stages. The first stage is the understanding of basic teaching competencies followed by practice in micro class (peer teaching), the goal is the teacher knows how to implement it, it is hoped that the teacher can know and feel it directly the practice of 10 teaching competencies that have previously been given.

D. *The Fourth Stage, Reporting, and Analysis of the Level of Change*

The next step is reporting by analysing the level of achievement of teaching competency development results. The purpose of this analysis is to determine the effectiveness of teaching competency development activities on the level of understanding and implementation through peer teaching simulation practices.

III. RESULTS AND DISCUSSION

A. *Planning of Teach Teaching Competence Development Raudhatul Athfal Teacher RA in Cicalengka District*

The Community Service Team at the Tarbiyah and Teaching Unisba faculties held internal team discussions at the University by discussing competency building materials that would be delivered to RA teachers in the Cicalengka region.

So the conclusion is drawn, referring to the unpublished book source, the theme of the activity is Building Teaching Competence.

The activities of RA Teacher Teaching Competency Development are conducted in two meetings. The first meeting focused on increasing teacher understanding of the eight basic teaching competencies. In the implementation the teacher is planned to be given pre-test and post-test to find out the extent of changes in the teacher's understanding of teaching competence in the classroom. The second meeting of the RA Teacher Teaching Competency Development focused on honing teaching skills through peer teaching practice. Companion instructing includes three phases. The main stage is a review meeting, where exercises are arranged and talked about between the instructor and mentor. They pick goals for the investigation and perception region. The subsequent stage is exercise perception, when the instructor shows a thing or two while the mentor watches and archives the exercise utilizing the accessible devices (e.g., composed notes, sound accounts, video chronicles). The last stage is the intelligent gathering, which happens in the wake of showing the exercise. Companions get together to talk about observational notes in an intelligent [8].

The dedication team prepares materials for activities that will be presented in the service activities at the first meeting by preparing power point materials in accordance with their respective materials. The second meeting that was prepared earlier was an instrument of observation of peer teaching activities. The instrument was emphasized on the mastery of 8 teaching competencies that had been delivered in the first week before.

B. *The Implementation of the Teaching Competence Development of the Raudhatul Athfal Teacher RA Teacher in Cicalengka District*

The RA Teacher Teaching Competency Development Activity in Cicalengka District was held on April 25, 2019, at the MI Islamic University, Pangauban Village, Cikancung District. The choice of place is related to the choice of distance that is easily accessible by each participant and the availability of adequate space in the activity. The activity was attended by 50 participants spread over 45 RAs in the IGRA PC in Cicalengka District. Educator qualifications, teaching experience, and teacher training are aspects that affect a teacher's competence in education and teaching. In line with Sugiyono in Suwarno said that "the workability of teachers is influenced by several factors, such as the basic potential, qualifications of educators, education/training, and teaching experience" [9].

Implementation of Teaching Competency Development at the first meeting focuses on increasing teacher understanding of teaching strategies in the classroom. In the Republic of Indonesia Law No. 14 of 2005 concerning Teachers and Lecturers, written: Competency is a set of knowledge, skills, and behaviours that must be possessed, internalized, mastered by the teacher or lecturer in carrying out professional tasks [10], therefore the approach to activities is carried out through providing material interactive. In its implementation, the

activity is divided into 4 sessions of material, where the material is related to "8 Teaching Competencies" [11,12].

These teaching competencies (basic abilities) include:

1) *Questioning skills and reinforcement skills*: The teacher should be able to make questions well and convey them in the right way. To make good questions, teachers need to prepare several things, including:

- First, carefully plan the things you want to ask.
- Arrange material systematically so that it becomes a well-structured question, so that it is easily digested by students.
- Asking questions with the right technique. In early childhood questions that attract students' attention will further innovate children to learn, therefore the language used must be simple and use good and correct language.

Treatment of student answers. The teacher needs to respond to each students answer both right and wrong, it would be better for the teacher to repeat the question in a language that is simpler and easier for children to understand.

Questions were divided into; inquiry questions, rhetorical questions, directing and guiding questions, digging questions.

Next about the skills to provide reinforcement (reinforcement), reinforcement is a form of response or response (verbal /nonverbal) which is a reaction from a teacher to student behaviour to provide feedback in the form of encouragement or correction. Strengthening can also mean giving rewards to students for good behaviour (positive) or unpleasant (negative). The types of reinforcement include: verbal reinforcement, non-verbal reinforcement for example gestures, reinforcement with a physical approach, reinforcement with touch, reinforcement with symbols or objects, reinforcement through fun activities.

2) *Variation skills and explaining skills*: Variations in learning interactions are important to do by a teacher. A monotonous atmosphere will easily lead to boredom or boredom in students learning. There are several kinds of variations that teachers can do in teaching, including variations in teaching styles with variations in sound, variations in facial expressions, variations in contact contacts, changes in position/motion of teachers, variations in silence or silence. The following are examples of interaction patterns, including:

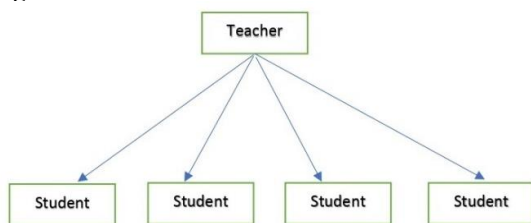


Fig. 1. Teacher-student interaction patterns (one-way communication or action).

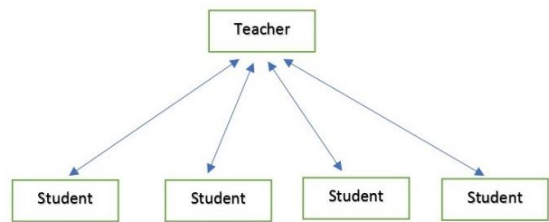


Fig. 2. Teacher-student-teacher interaction patterns.

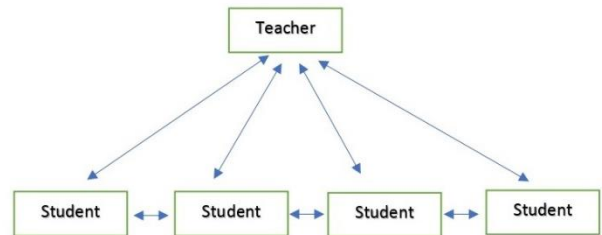


Fig. 3. Teacher-student-teacher-student interaction patterns.

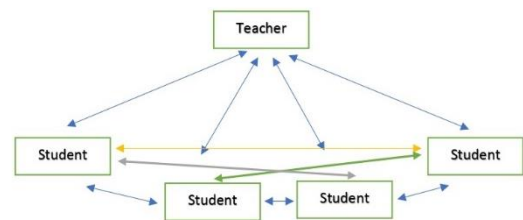


Fig. 4. Teacher-student interaction patterns, student-teacher, and between student.

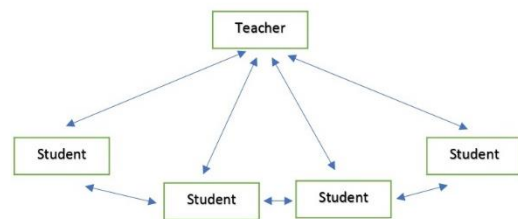


Fig. 5. Circular interaction patterns (each student gets their turn, can't talk twice before the other gets turn).

The next material explained skills, is the presentation of information conveyed orally, and systematically organized in a unity (theme) that are interrelated, both between cause and effect, understanding/concepts with examples, or something that is not yet known. Explaining skills are one of the most important aspects and their influence on the achievement of learning objectives. Teachers who are skilled in explaining will help students in capturing or understanding the contents of the information conveyed. Especially a good explanation will help students who are lacking in reasoning abstract information. In explaining skills there are several explaining techniques, including questioning techniques, explanatory techniques, and examples.

3) *Classroom management skills and lesson opening skills*: Managing the classroom is a teacher's business in creating and maintaining conducive teaching and learning climate and controlling when disruption occurs in these. Therefore the things that need to be considered in managing the class. For optimal classroom management results:

- The teacher must be in a healthy condition both physically and mentally. Teachers who are not healthy, weak, lack of enthusiasm, will harm the things they will face in the classroom.
- Able to create a class atmosphere that is warm and full of enthusiasm, fun, and flexible and reasonable.
- Able to optimally use the media/educational game tools followed by varied teaching styles.

Things that need to be avoided in classroom management include: excessive teacher interference, silence means at the time of explanation, the description delivered suddenly stops because of forgetting, for example, avoiding deviations in the subject matter, the teacher must focus on the theme of the material presented, not widening out of the topic presented, avoid long-winded, circling in the explanation. Sometimes the material presented needs to be explained in detail (at length) but sometimes the good material is also brief and simple.

The next material is about opening skills. This skill is an activity carried out by the teacher when entering class when teaching and learning activities begin. Opening the lesson is not just greeting activities, prayer, sitting neatly. The most important thing is how the teacher's behaviour prepares the student's mentality and attention to the discussion that will be delivered. Efforts to get students into a subject can be done with a pre-test in the form of questions Short questions that lead to the subject matter to be conveyed. Another effort is pre-requisite, pre-activity which is broader than pre-test, as a prerequisite before entering the main subject. Prerequisite is in the form of a brief discussion that aims the same.

There are several strategies in pre-requisite that the teacher can do in opening the lesson, such as:

- Orientation strategy: Namely giving a review/outlook that leads to the core of the discussion. The teacher conveys orientation around the core of the subject to invite students to enter the core.
- Transition strategy: Namely efforts to enter the core of the discussion by explaining from the things that students already know, then move on to the core of the discussion and knowledge that students already know.
- Assessment strategy: Efforts to enter the core of the subject by evaluating the extent of student understanding that they have gained around the core of the topic that will be delivered.

4) *Closing skills and lessons guiding small group discussion skills*: Material skills to close the lesson in addition to being skilled in opening the lesson, the teacher must also be skilled in closing the lesson. If in opening a lesson the teacher hopes students understand the material delivered by the

teacher with high attention and motivation, then in closing the lesson, the teacher must be able to re-evaluate/summarize the material that has been given. The steps in closing the lesson can be done as follows:

- Summarize or make a resume/overview of the material that has been submitted
- Make conclusions or a brief overview, especially on the subject matter
- Associate into real life, as encouragement or correction
- Follow up (follow up). After each lesson, the teacher can encourage children to relearn lessons that have been discussed at home through group work.

The various strategies to close the lesson include:

- Closing the lesson by reviewing, The teacher reviews the important parts of the material that have been delivered sequentially
- Close the lesson by combining, The teacher connects the newly delivered subject matter to the next learning material

The second material is about the skills of guiding small group discussions. Especially for kindergarten children, group discussions or class discussions are carried out more simply because of the limited abilities of early childhood. The topic is just an introduction, for example, various kinds of insects, kinds of leaves, and so on. Objectives must remain, but not until the child can solve the problem. The most important thing is that children can be brought to the situation of discussion, talk together, sit facing each other (circular), and there is a discussion topic. In the implementation, try every child to talk and think about whether it is right or wrong, the most important thing is that the conversation delivered is still about the topic being discussed together.

C. Results of Teacher Competency Development as an Effort to Sharpen Teachers' RA Teaching Skills

To find out the extent of the effectiveness of the Teaching Competency Development activities in honing RA teacher skills, the researchers used a paired T-test with SPSS. Paired T-test is a parametric difference test on two paired data. To calculate the T-Test, we first do the normality test, because in the parametric statistical tests the normally distributed research data is a requirement that must be met.

1) *Normality test*: The normality test results on the pre-test and post-test results of the Teaching Competency Development are presented in table 1 below.

TABLE I. NORMALITY TEST RESULTS USING THE SHAPIRO - WILK TEST

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|----------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pretest | ,172 | 50 | ,001 | ,933 | 50 | ,007 |
| Posttest | ,167 | 50 | ,001 | ,942 | 50 | ,016 |

Source: Data processing using SPSS 23

The basis for decision making in the Shapiro-Wilk normality test:

- If Sig. > 0.05, then the normal distribution
- If Sig. < 0.05, then the distribution is not normal.

Results in the Pre-test data distribution test, the data distribution shows sig data. $0.07 > 0.05$, meaning that the data is normally distributed. As for the results of the Post-test distribution test, the distribution of data shows sig. $0.16 > 0.05$, where the results of the distribution of data are normally distributed.

2) *Paired t-test*: After the data can be proven to be normally distributed, testing the effectiveness of the effect of the Teaching Competency Training training on improving participant understanding can be done with the Paired T-Test.

The results show that the results of Sig. (2 Tailed) of 0.001 < 0.05 the results are smaller, it can be concluded that the Building of Teaching Competencies (Sharpening Teaching Skills of Raudhatul Athfal teachers) in Kec. Cicalengka Kab. Bandung can improve trainees' understanding.

IV. CONCLUSION

The effectiveness of the Teaching Competency Training for RA Teachers in the Cicalengka District and surrounding areas was carried out pre-test and post-test. The results showed that at the time of the pre-test the percentage of participants' understanding of the Teaching Competency Training was 47.29%. After being given training material with 4 sessions of material, at the end of the session the test post was conducted, the results showed the average increase in understanding of workshop participants increased to 70.43%.

There are other approaches taken in improving teacher pedagogical competence, namely through lesson study activities [13]. In the field of early childhood education, a teacher must have broad multidisciplinary knowledge, in addition to mastering the science of children, they must master certain fields for example, mathematics, information technology and science [14].

The importance of developing specific abilities and skills to achieve active communicative competence through teaching practices needs to be possessed by preschool teachers [15]. Likewise, Mihaela said that competence is an abstract term that does not merely address the task of achieving school [16].

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