

Development of Early Childhood Education Teachers in the Teaching and Learning Process by Inspectors in an Attempt of Improving Teacher Performance

Arief Syauqi Muhammad, Abubakar Abubakar
 School of Postgraduate, Educational Administration
 Universitas Pendidikan Indonesia
 Bandung, Indonesian
 asyauqi24@student.upi.edu, abubakarditrana@upi.edu

Abstract—Early Childhood Education (PAUD) is very basic education that is highly important in determining the development of children in the future. Given the importance of early childhood education, the government (in this case the Ministry of Education and Culture) seeks to facilitate, supervise, and develop the community to understand why and how to organize early childhood education properly. Based on observations and interviews with inspectors and some early childhood education teachers in the Sub-District of Banjarnegara, there is an indication for the less than optimal teacher performance. Therefore, the researchers raise the issue of how education inspectors supervise the process of teaching and learning so that teachers can improve their performance. With the supervision and development of early childhood education teachers by inspectors, the research expects an increase in the performance of early childhood teachers to improve the quality of early childhood education in the form of professional services. Departing from the formulated problem, this research employed qualitative analysis with descriptive-analytic method. Data were obtained from observations, interviews, documentary analysis, and field notes prepared by researchers in the research sites, not in the form of numbers. Results of data analysis are in the form of explanations relating to the situations under study and presented in the form of narrative descriptions. With qualitative approach, this research is an effort to describe the influence or relationship of inspector's supervision and teacher's disciplines of knowledge on the quality of teacher's learning management. The unit of analysis in this study included subjects taken from six early childhood education institutions in the Sub-District of Banjarnegara with 1 or 2 teachers randomly taken from each institution. The implications of this research become the foundation for recommendations expected to be beneficial for the implementation of teacher supervision and development. Data were analysed analytically and descriptively.

Keywords—*teacher development; inspector; development efforts; teacher performance*

I. INTRODUCTION

Early Childhood Education is a very basic education and is crucial for the development of children in the future. Naturally, families, especially parents, are the first and foremost educators when children are born; therefore, we cannot actually prohibit

parents from providing early childhood education for their children. The government also cannot prevent parents from sending their very young children to early childhood education institutions of their preference.

To realize this educational goal, the existing early childhood education institutions must make great efforts to develop all aspects of a child's personality equally, including intellectual intelligence, sensitivity of conscience, faith, and behavioral skills. One of the factors that greatly determine the success of the achievement of educational goals in schools is the teacher.

Teachers have an important role in determining the success of the meeting of educational goals because they are directly involved in the teaching and learning activities with students. In addition, teachers are human resources who serve as education planners, actors, and determinants of the success of education. Therefore, the performance of teachers must always be improved, given the challenges of today's education to produce quality human resources that are able to compete in the global era.

Quality human resources (HR) are the main pillar of development that greatly determines the progress of a nation. The quality of human resources, among others, is reflected by the degree of health, intelligence, emotional, and spiritual maturity. The period that greatly determines the quality of individuals starts from they are still in the womb until they are 6 years old. In this period, a child is in need of balanced, good, appropriate, and healthy nutrition, health, education and care in order to grow optimally [1].

A teacher is frequently assessed in how good his/her performance is. Performance assessment is one of the important factors to improve teacher performance and job satisfaction, so that parts of teacher performance that need improvement can be identified and hence strategies can be formulated to improve the performance.

To be able to have good performance, teachers are required to master several competencies, namely pedagogic, professional, personal and social competencies.

Mastery of these competencies is a determining factor in the success of the teacher in carrying out the tasks as stipulated in the Regulation of the Minister of National Education of the Republic of Indonesia No. 16 of 2007 concerning Teacher's Academic Qualification and Competency Standards. It is stipulated that these four competencies must be fully developed. The first is pedagogic competency, which is a teacher's ability to understand things related to students. The teacher must be able to optimize students' potentials to actualize their abilities in the classroom and the teacher must be able to conduct assessment on the classroom teaching and learning activities [2].

Next is professional competency that is related to the implementation of the teacher's duties as part of the teaching staff. Personal competency follows, and this competency is related to the attitude of a teacher both as a teacher and as an educator, while social competency is related to the teacher's relationship with other parties, both inside and outside the school. Glasser argues that there are four things that must be mastered by teachers, namely learning materials, the ability to diagnose students' behavior, the ability to carry out the teaching and learning process, and the ability to evaluate students' learning outcomes [3].

However, based on observations and interviews to some early childhood education teachers in Banjaran Sub-District, it was found that there was an indication of teacher low (less than optimal) performance. Some of the indicators, among others, include the high level of teacher absenteeism, tardiness in coming to school, and lack of preparation for teaching.

Therefore, inspectors should provide guidance to the teachers in correcting their errors and shortcomings in carrying their duties and help solve their problems so that similar errors and violations to the rules can be prevented in the future and their performance can increase.

Santoso's study of the influence of development, monitoring, and incentives on the work motivation of the administrators of the Technical Implementation Unit of Early Childhood, Non-Formal/Informal, and Elementary School Education of Kebakramat Sub-District reveals that the development variable had a significant effect on their work motivation. Furthermore, the regression coefficient value was positive, showing a unidirectional relationship, meaning that if the employee development is improved, the work motivation will increase [4].

Based on the explanations and previous research, the present research aims to find about and examine the influence of early childhood education teacher development by inspectors and their implications for the performance of early childhood education teachers in Banjaran Sub-District, Bandung Regency.

One of the non-formal education personnel who have a strategic role in encouraging change and improving the quality of non-formal education is the inspector. The inspector has the scope, duties, responsibilities and authority to carry out quality control of the Non-Formal and Informal Early Childhood Education programs through monitoring, assessment, mentoring, and supervision of the impacts of non-formal

education and evaluation of activities of the early childhood education and non-formal/informal education programs and research and development. To carry out these tasks, of course, inspectors must have adequate knowledge, experience, insight, and abilities. An inspector is one of the components that become the force to drive the improvement of the quality of human resources in Indonesia.

In this case, an inspector is basically an education professional staff with the main task of carrying out activities of planning, monitoring, quality control, and evaluation of the impacts of education programs held by community learning centers, equivalence and literacy education institutions, and non-formal and informal courses.

Inspector as a technical staff of supervision unit of Non-formal/Informal Education at the level of District/City Education Office are responsible for the main tasks of planning, carrying out monitoring, assessing, mentoring, developing, and reporting the supervision activities. Based on this job description of an inspector, supervision/development can be carried out before, during, or after the program is held. Development is very closely related to program quality control activities, where development activities are generally carried out after monitoring and assessment activities that will help reveal aspects requiring improvement through the development activities.

Therefore, teacher development is a part of a series of supervisory activities that must be carried out by an inspector in a planned, systematic, and continuous manner so that the quality of the program will be controlled maximally. In practice, development can be oriented directly or indirectly towards the problems to be solved.

Teacher development in this regard is defined as process in which an inspector transmits all of his/her knowledge and skills to teachers with the aim of helping teachers broaden and develop new knowledge and skills to achieve life and work goals more effectively. Development itself is a series of activities to change attitudes, mentality, and behavior towards a better direction. Alternatively, it may refer to any effort related to educational activities to learn new things with the aim of developing knowledge and moving towards a better direction. Development in this case is part of education, but it emphasizes human development at more practical levels [5].

The Great Indonesian Dictionary defines development as "a process or method of fostering or doing business, actions, and activities that are carried out efficiently and effectively to obtain better results." [6].

In addition, in the Technical Guidelines for the Administration of Play Groups, development of play groups is defined as the whole process of cooperation to develop students, educators, and playgroup education personnel, in an attempt to support the improvement of program service quality in playgroups [7].

Based on these notions of development, it can be concluded that development is a learning process in developing the knowledge that will be and is already acquired.

Teacher development is one of the strategies undertaken by an inspector to equip teachers with the competencies necessary in the teaching and learning process, including in managing classroom teaching and learning. Teacher development aims to improve the quality of teaching and learning.

Thus, teacher development will improve teacher performance, especially in terms of the quality of teaching and learning provided by the teacher in the classroom.

Performance can be defined as the achievement of work requirements in accordance with the rules and standards that apply to each organization, in this case the school. Simamora suggests that performance is a certain requirement which can ultimately be directly reflected in the output produced in terms of both quantity and quality. The output produced according to Simamora can be either physical or non-physical. He specifically calls it "work", namely the outcome of a job both in physical/material and non-physical/non-material forms [8].

Rahman et al. specifically defines teacher performance as a set of real behaviors displayed by teachers when they conduct teaching and learning process for students [9].

Performance is an actual issue in an organization because whatever the organization is, performance is vital to the effectiveness or success of the organization. Successful and effective organizations are organizations with individuals who have good (high) performance. Many people are able to work but do not have the motivation to carry out tasks that result in performance. On the other hand, when people are motivated but unable to carry out a job, they will also not produce any performance. Performance is something that is achieved or the ability to work. Sagala particularly defines performance this way: "Performance is a manifestation of the work achieved by an institution. The measure of the success of an institution includes all activities after going through comprehensive tests on the fulfilment of the objectives that have been set and implemented." [10]. Furthermore, Campbell and Richard in Sudarmanto argue, "Performance is something that people actually do, and it can be observed." [11].

Teachers' teaching performance can be observed and measured based on the specific competencies that they must have. Teaching performance related to pedagogic competency is a manifestation of teacher's behaviors or activities in the teaching and learning process, namely how a teacher plans teaching and learning, carries out the teaching and learning activities, evaluates learning outcomes and performs tasks to achieve the predetermined goals.

Based on the descriptions above, it can be concluded that teacher performance is the performance of a teacher in carrying out his/her duties as a concrete realization of his/her competencies based on skills, experience, and determination.

II. RESEARCH METHOD

This research is qualitative, because the data in this study are qualitative in the forms of words or sentences. The subjects in this research were early childhood education teachers and inspectors as schools supervisors in Banjaran Sub-District. The subjects were selected from six early childhood education

institutions in Banjaran Sub-District, with two teachers randomly taken from each school.

This research procedure followed the following steps: (1) Making research interview instruments, (2) determining research subjects, (3) collecting research data through interviews and observations, and (4) analyzing research data. The collected data from the results of the interviews were analyzed by the following steps: (a) Data reduction, namely conducting the selection process, focusing attention on simplifying, abstracting and transforming raw data in the field. If there were invalid data, the data were collected separately which may be used as a complement to the existing data or side findings; (b) Data exposure, namely classifying and identifying data so that they are well organized and categorized; (c) Drawing conclusions from the data collected and verifying the conclusions; (d) Using the results of the interview analysis to determine the characteristics of early childhood education teachers.

III. RESULTS AND DISCUSSION

In the teaching and learning process, it was observed that the role of teachers in some early childhood education institutions in Banjaran sub-district was still less than optimal. This can be seen in the teachers' lack of ability to open lessons. At the beginning of the teaching and learning process and once the teachers enter the classroom, it is appropriate for the teachers to say hello to all the children in the classroom and pray with the children. In the beginning of the teaching and learning, teachers must explain the goals to be achieved and the benefits for the children's life. The ability of the teachers under research to open the lesson was still low; they had a monotonous way in opening the class. This can be seen from how the teachers came to the class by just greetings the students and then sitting in front of the class and starting the lesson.

In addition, the teachers showed less than optimal ability in carrying out the core learning activities. The core activities of learning are the most influential activities in improving children's learning outcomes. These learning activities determine the learning outcomes of children.

Furthermore, the ability of teachers to conduct learning assessments was still categorized as lacking, especially during evaluation. To find out whether the child has mastered the competencies that have been set, a teacher is required to be able to hold an assessment. By assessing their own learning process, children will know their abilities clearly so that they can improve and develop the quality of their learning. Likewise, assessment activities are important for teachers because the results of evaluations can show how far the learning goals have been achieved. Besides, with an evaluation teacher will be able to understand the weaknesses of the learning strategies that have been implemented. Thus, evaluation is also a technique to improve the quality of learning programs.

The teachers under research were also lacking in the ability of to close the teaching and learning session. The ability to close the lesson is very important for a teacher. At the end of the learning session, teachers under research often did closing

by merely saying that the lesson is over. Closing the learning process should not just be in the form of a statement that the lesson is over.

Early childhood education teacher development by school inspectors can be done after teachers finish their teaching and learning activities. The development can be carried out by giving directions and input to the teachers on the appropriate classroom teaching and learning practices for the children, as well as discussion and sharing of opinions on teaching and learning.

In addition, several other efforts should be made by inspectors in improving the ability to manage teaching and learning, which includes upgrading or broadening teachers' knowledge. Inspectors must also provide opportunities for teachers to improve their knowledge and skills by learning higher levels of teaching and learning. For example, inspectors may provide opportunities for teachers who have not obtained a university degree to attend lectures at a university closest to their schools, while making sure that this activity will not interfere with the school teaching and learning activities.

Sudjana explains the scope of development. According to him, development comprises two sub-functions, namely monitoring and supervising. Monitoring and supervision are closely related to each other; they complement each other. However, these two sub-functions have similarities and differences [12].

The aim of teacher development is to improve teachers' professional ability in improving teaching and learning processes and learning outcomes through providing assistance that is primarily characterized by professional services to the teachers. If the teaching and learning process improves, the learning outcomes are also expected to increase. Thus, a series of teacher professional development efforts will facilitate the achievement of the objectives of teaching and learning activities.

Djajadisatra in Imron suggests in more detail the following objectives of teacher development [13]:

- To improve the objectives of teachers' teaching and student learning
- To improve learning materials and teaching and learning activities.
- To improve methods in organizing teaching and learning activities.
- To improve assessment of media.
- To improve assessment of teaching and learning processes and learning outcomes.
- To improve guidance for students with learning difficulties
- To improve teachers' attitude towards their duties.

Based on the objectives, the functions of teacher development can be identified. These functions include: Maintaining the teaching program as well as possible, assessing and improving the factors that influence learning, and

improving children's learning situations. It is obvious that teacher development's function is to foster a conducive climate for improving teaching and learning processes and learning outcomes through a series of efforts to foster teachers in the form of professional services.

A teacher is the spearhead of education. The success of teachers in carrying out their duties is a reflection of teacher performance, and this can be seen from the actualization of teacher competencies in realizing their professional duties. Regarding performance, there were teachers in this research who had good performance and some who had poor performance. Teachers who have good performance are called professional teachers [14].

From the descriptions, it can be concluded that the implementation of early childhood education teacher development by school inspectors is expected to improve the performance of early childhood education teachers in improving the quality of education in early childhood education in the form of professional services.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the analysis of the problems that the authors have done, it can be concluded that some problems are found in the less than optimal classroom teaching and learning process conducted by the early childhood education teachers in Banjaran Sub-District. The problems can be observed in teachers' lack of ability in opening lessons, carrying out core activities, closing lessons, assessing children, and providing follow-up actions.

In developing early childhood education teachers, inspectors as supervisors should provide input to the teachers and inspectors can also send teachers to forums that can broaden their knowledge; direct the teachers to carry out tasks in teaching and learning; encourage teachers to assess children's learning outcomes, be wise in making decisions, and provide comfortable facilities and a supportive atmosphere for comfort in work. Inspectors should also give a sense of security from the anxiety experienced by the teachers, maintain good attitudes and actions, appreciate the work of teachers by providing opportunities to attend education and training programs, hold regular meetings, give examples to teachers, and arrange appropriate schedules for the teachers to solve the problems in the institution appropriately.

Based on the conclusions above, the authors can advise that future inspectors should be more active in encouraging teachers to upgrade and broaden their knowledge. Inspectors should be wise in making decisions, so that every decision made brings benefits to all early childhood education institutions. Inspectors can also appreciate the work of teachers by giving them opportunities to attend higher education.

In addition, the teachers themselves must make appropriate learning media so that children can clearly see and hear the visual and audio media and make sure the media can function properly. Teachers should also adjust the whiteboard's location to children's seating, including advising children to rotate in their seats so that they can get different experiences while sharing similar experiences with other students based on the

seating. Teachers should also guide children who have difficulty working on assignments. They should give appropriate responses to children's behaviors because there were still some teachers in this research who responded to children's bad behaviors with anger and loud voice so that children felt less comfortable learning in the classroom.

REFERENCES

- [1] BKKBN (National Family Planning Coordinating Board), *Pedoman Holistik Integratif (Holistic-Integrated Guidelines)*. Jakarta: BKKBN, 2013.
- [2] Regulation of the Minister of National Education Number 16 Year 2007 concerning Teacher Academic Qualification and Competency Standards.
- [3] W. Glasser, *Choice theory: A New psychology of personal freedom*. New York: Harper Perennial, 1998.
- [4] S.P. Santoso, "Pengaruh Pembinaan, Pemantauan dan Insentif terhadap Motivasi Kerja Pengelola Lembaga PAUD Non-Formal," *Manajemen Sumber Daya Manusia*, vol. 6, no. 2, 2013.
- [5] D. Wahyuni, "Profil Pembinaan Penitipan Anak Usia Dini di Taman Pengasuhan Anak Melati Semarang," *Pendidikan Luar Sekolah*, Fakultas Ilmu Pendidikan, Universitas Negeri Semarang, 2005.
- [6] Department of Education and Culture, *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka, 2002.
- [7] Directorate General of Early Childhood Education, Ministry of National Education, *Petunjuk Teknis Penyelenggaraan Kelompok Bermain*. Jakarta: Kemendiknas, 2011.
- [8] H. Simamora, *Manajemen Sumber Daya Manusia*. Yogyakarta: Bagian Penerbitan STIE YKPN, 2006.
- [9] N. Rahman, *Peran Strategis Kepala Sekolah dalam Meningkatkan Mutu Pendidikan*. Bandung: Alqaprint Jatinangor, 2005
- [10] S. Sagala, *Manajemen Strategik dalam Peningkatan Mutu Pendidikan*. Bandung: Alfabeta, 2010.
- [11] Sudarmanto, *Kinerja dan Pengembangan Kompetensi SDM (Teori, Dimensi Pengukuran dan Implementasi dalam Organisasi)*. Yogyakarta: Pustaka Pelajar, 2009.
- [12] Sudjana, *Manajemen Program Pendidikan untuk Pendidikan Nonformal dan Pengembangan Sumber Daya Manusia Cetakan Ketiga Edisi Revisi*. Bandung: Falah Production, 2004.
- [13] A. Imron, *Pembinaan Guru Indonesia*. Jakarta: PT Dunia Pustaka Raya, 1995.
- [14] D. Supriadi, *Mengangkat Citra dan Martabat Guru*. Yogyakarta: Adicita Karya Nusa, 1998.