

ANALYSIS OF THE COMPETENCE OF PRE-SCHOOL TEACHERS IN TK ABA THOYIBAH SURAKARTA

Vita Arum Siwi¹, Nurul Miftakhul Jannah², Pungky Puspita Sari³, Pradita
Shinta Ardi Astuti⁴, Nurul Kusuma Dewi⁵

¹Universitas Sebelas Maret, Universitas Sebelas Maret, Universitas Sebelas Maret,
Universitas Sebelas Maret, Universitas Sebelas Maret²³⁴⁵

vitaarumsiwi109@student.uns.ac.id, ²nurulmj@student.uns.ac.id, ³
praditashinta@student.uns.ac.id, ⁴pungkyps10@student.uns.ac.id,⁵
kusuma.dewi@staff.uns.ac.id

ABSTRACT

Competence is the main component that contains a set of knowledge, skills and task behavior in accordance with professional standards applied in certain procedures and supervision systems. This study aims to analyze the competence of PAUD teachers at TK ABA Thoyibah Surakarta. This research uses a descriptive evaluation approach, data obtained through observation, interviews, documentation sourced from principals and teachers. Data validity techniques are done through data triangulation. The results of this study indicate that the competence of teachers at ABA Thoyibah Surakarta Kindergarten is in accordance with the applicable teacher competency standards but still needs improvement. Improvements need to be made in pedagogical competencies related to the ability of teachers to design, implement and evaluate learning. In addition, professional competencies related to the qualifications of teachers who must have a bachelor's degree in PAUD, teacher participation in teacher professional programs, and review of learning materials also still need a lot of improvement. Furthermore, related to personality competence, it is in accordance with the standards and criteria which include honest behavior, noble character, authority, high work ethic, responsibility, and in accordance with the teacher's professional code of ethics. On the other hand, the achievement of social competence is also in accordance with the standards, where teachers can establish effective and good relationships with students, fellow teachers, education personnel, parents or guardians of students, and the general public.

Key Words: *teacher, competence, education, early childhood*

ABSTRAK

Kompetensi merupakan komponen utama yang berisi seperangkat pengetahuan, keterampilan, dan perilaku tugas yang sesuai dengan standar profesi yang diterapkan dalam prosedur dan sistem pengawasan tertentu. Penelitian ini bertujuan untuk menganalisis kompetensi guru PAUD di TK ABA Thoyibah Surakarta. Penelitian ini menggunakan pendekatan deskriptif evaluasi, data diperoleh melalui observasi, wawancara, dokumentasi yang bersumber dari kepala sekolah dan guru. Teknik keabsahan data dilakukan melalui triangulasi data. Hasil penelitian ini menunjukkan bahwa kompetensi guru di TK ABA Thoyibah Surakarta sudah sesuai dengan standar kompetensi guru yang berlaku namun masih perlu peningkatan. Peningkatan perlu dilakukan pada kompetensi pedagogik yang berkaitan dengan kemampuan guru dalam merancang, melaksanakan, dan mengevaluasi pembelajaran. Selain itu, kompetensi profesional yang berkaitan dengan kualifikasi guru yang harus berpendidikan S1 PAUD, keikutsertaan guru dalam program profesi guru, dan pengkajian materi pembelajaran juga masih perlu banyak perbaikan. Selanjutnya, kompetensi kepribadian sudah sesuai dengan standar dan kriteria yang mencakup perilaku jujur, berakhlak mulia, berwibawa, beretos kerja tinggi, bertanggung jawab, dan sesuai dengan kode etik profesi guru. Di sisi lain, pencapaian kompetensi sosial juga sudah sesuai dengan standar, di mana guru dapat menjalin hubungan yang efektif dan baik dengan peserta didik, sesama guru, tenaga kependidikan, orang tua atau wali peserta didik, dan masyarakat umum.

Keywords: guru, kompetensi, pendidikan, anak usia dini

*Corresponding author: vitaarumsiwi109@student.uns.ac.id

Department of Early Childhood Teacher Education, Faculty of Education, Universitas Negeri Surabaya.

Email: jp2kgaud@unesa.ac.id

INTRODUCTION

Teachers are professional educators who have the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students both in early childhood education, basic education and secondary education. Teachers serve as facilitators of students so that children are able to learn and develop their potential optimally through school education institutions. (Roqib & Nurfuadi, 2020). A teacher must have adequate competence in carrying out his duties to create quality human resources. Competence needs to be possessed by teachers because the existence of quality competence will enable teachers to have a better understanding of their duties and obligations. Teacher competence is a complex quality that can be applied by teachers to produce learners who can encourage the advancement of prioritized skills. In addition, it is also to achieve integral learning which will be needed in social life. (González-Fernández et al., 2024). The fulfillment of teacher competencies also applies to teachers in early childhood education institutions. In the 21st century, there are four competencies that PAUD teachers must have, including pedagogical competence, professional competence, personality competence and social competence.

Pedagogical competence is all the attitudes, knowledge, and skills that exist in a teacher to be able to act and think when managing learning from the planning stage to the evaluation and assessment stages so as to achieve the objectives of learning. (Ciptaningtyas et al., 2020). (Sosilo in Asih et al., 2022) explains that the professional competence of teachers is the ability of educators to master learning materials so that they are able to guide learning to the maximum. (Febriana, 2021).

Teacher professional competence is also defined as a series of teacher skills that include several aspects, namely cognitive, specific situations, perception, interpretation and decision making. (Kaiser & Yang, 2022). A professional teacher must master the scientific substance in accordance with the related field, understand the teaching material in accordance with the school curriculum, and apply scientific concepts in everyday life. It is important for teachers to develop professional competence. Teachers who have professional competence are expected to be able to create a conducive, effective, creative and fun learning atmosphere so as to increase children's learning motivation to the maximum. Without professional competence, teachers will find it difficult to carry out their role, especially teachers have a very important position in determining the quality of education. Teachers' professional competence can be developed in various ways, one of which is through training for teachers at school. Through training, it can increase teachers' understanding of their roles, be able to design learning activities more creatively and innovatively, increase teacher confidence and foster teacher motivation (Hafidah et al., 2022).

Teacher personality competence is the ability, authority, power, and skills possessed by a teacher in his personality (Syah et al., 2024). Personality competence requires a teacher to have a personality that is able to be an inspiration or example for students. In addition, in the personality competence of a teacher must also have the soul of an educator, be open and able to control and develop themselves.

Social competence is something that includes the ability of an educator to establish relationships in social life. (Rofa'ah, 2016). In line with that, Rukmara et al., (2022) explained that social competence is a crucial and very important competency for a teacher, this is because a teacher is also part of society. Social competence is a teacher's ability to interact effectively,

kindly and politely with students, fellow teachers, education personnel, parents or guardians of students, and the general public and can use information and communication technology functionally in writing, orally, or gestures.

Data from the Ministry of Education and Culture in 2021 shows that teacher competence in Indonesia is still at 50.64 points. (Pradewo, 2024). Even the competency scores of civil servant teachers are still below permanent foundation teachers who teach in private schools. This makes teacher competence in Indonesia still very much needs to be improved. (Yao et al., 2024) stated that it is important to empower teachers to have a positive impact on teacher professionalism in carrying out their duties. (Bishop in Kaiser & Yang, 2022) identified that there is a positive relationship between teacher ability and the quality of learning that makes student achievement increase, if teacher competence is low, it can affect the learning process which is low, causing low student achievement.

According to the Regulation of the Minister of National Education no.16 of 2007, there are several indicators of competence that must be possessed by teachers, namely pedagogical competence, professional competence, personality competence, and social competence. Indicators of pedagogical competence consist of mastering the characteristics and facilitating students in various aspects of development, mastering learning theory and learning principles, developing curriculum in accordance with the field taught, organizing educational development activities, utilizing technology in learning, communicating well with students and conducting evaluations for the benefit of learning. Indicators of professional competence include mastering and developing learning materials, mastering and developing basic teacher competency standards. Indicators of personality competence include acting in accordance with applicable norms, and presenting oneself as a person who is able to be a role model for students. Indicators of social competence include being able to be inclusive and able to establish effective and empathetic communication relationships with students, fellow teachers, education personnel, parents and the community both orally, in writing and gestures. The competencies possessed by a teacher must be continuously evaluated and developed to improve the quality of learning. Teacher competency evaluation is described as a competency that integrates teachers' views related to the mastery and projection of their professional performance. (González-Fernández et al., 2024)..

Currently, the competence of early childhood teachers in Indonesia is still relatively low and has many things that need to be re-evaluated. This is due to several factors such as the fact that there are still teachers who do not pursue their profession, which may be due to the low salary as a teacher. Then there are still teacher training institutions that pay less attention to the quality of the output produced, so that the education system carried out cannot take place optimally. In addition, there is also a lack of motivation for teachers to develop their quality. In addition, there are still many teachers who teach fields of study outside of their expertise (Hoesny & Darmayanti, 2021).

This study was conducted to examine and evaluate the competencies possessed by PAUD teachers at TK ABA Thoyibah Surakarta. It is hoped that this research will be able to provide information related to teacher competence that can provide input and evaluation material for teachers, especially at the ABA Thoyibah Surakarta Kindergarten institution.

METHODS

Qualitative research is research that aims to examine a natural object condition where the researcher is the key instrument. In qualitative research there is sampling as a data source which is done *purposively* and *snowball*, data validity techniques use data triangulation, data analysis is qualitative, and the results of qualitative research emphasize meaning so that it cannot be generalized. (Harahap, 2020). In this study, the sample was selected using *purposive* technique, namely the selection of samples on the basis of certain considerations by the researcher. (Sugiyono, 2013). Data validity is carried out by triangulation, namely checking data from various sources in various ways and times.

This study was conducted with the aim of evaluating the quality of education related to Human Resources, namely teachers in implementing the 4 competencies that must be possessed when carrying out their roles. Through the descriptive evaluation approach, it can be determined that the subjects in this study are all teachers at TK ABA Thoyibah Surakarta, totaling seven teachers. This research was conducted in February 2024.

According to Sugiyono (2013) Instruments in qualitative research can be tests, interview guidelines, observation, documentation, and questionnaires. Based on the above opinion, the instruments used in this study are observation guidelines, interview guidelines, and documentation guidelines. Data collection techniques in this study were observation, interviews, and documentation. Observations were made to all teachers at TK ABA Thoyibah Surakarta during the learning process, while interviews were conducted with the principal and one of the class teachers. Documentation using photos during the learning process, as well as voice recordings during interviews. Data was also obtained from documentation of learning devices in the form of lesson plans.

The data obtained in this study were analyzed using the Miles *and* Huberman method using 3 stages, namely data reduction, data presentation, data verification and conclusion drawing. To test the validity of the data, data triangulation techniques were used. Based on the results of the data analysis that has been collected, the researcher can then draw conclusions which is the end of the research.

RESULTS AND DISCUSSION

The competency skills possessed by teachers can show the quality of education carried out in an institution, starting from the learning process, human resources, curriculum, to the results obtained by students. Teacher competence is manifested in various forms, ranging from mastery of knowledge, attitude skills, and teacher professionalism in carrying out their duties and roles (Sum, 2019). The following are the results of research that has been conducted related to the competence of PAUD teachers at TK ABA Thoyibah Surakarta.

A. Pedagogical Competence

Teacher pedagogical competence is not only about teaching but also about educating, facilitating, and being a friend to children so that they can develop optimally (Fakhrudin in Silvia & Rakhmawati, 2021). A teacher must meet the criteria for pedagogical competence standards, which are in accordance with Permendiknas no. 6 of 2007.

Based on the results of research conducted at TK ABA Thoyibah Surakarta, data obtained that the ability of teachers to understand and identify the characteristics

and potential of students is quite good. The way teachers understand and identify begins with screening and observation for three days to find out the level of courage of children at the beginning of the new school year. If there are still children who have not shown courage, then a follow-up observation process will be carried out for one month and communication to parents. In the preparation of learning plans, both semester, weekly and daily planning, it is classified as very good where the activities to be carried out are systematically scheduled from the beginning to the end of the semester. However, in the implementation of learning, teachers still often use LKPD in every activity on one day and do not use technology to facilitate children's learning activities. This is because most teachers lack skills in using learning technology. Teachers are quite good at organizing learning in the classroom, but sometimes still limit children in showing their creativity by often prohibiting children from exploring. Teachers are able to understand how to communicate well with children, but some times they still seem to judge children unconsciously. In addition, it is also known that TK ABA Thoyibah Surakarta has evaluated learning outcomes well on a regular basis every three months and the results of this evaluation will be used to improve the quality of future learning.

Based on the research data above, it is known that the pedagogical skills of teachers at TK ABA Thoyibah are quite good, but still need to be improved, especially in the ability of teachers to use digital technology so that it will help teachers to prepare learning that can encourage children's creativity.

B. Professional Competence

According to the National Education Standards article 28 paragraph 3 point c, professional teacher competence includes the ability to master learning materials broadly and deeply that support students to meet predetermined development standards. In this case, experience in teaching, training and education levels that have been passed by teachers can be a provision for teachers in carrying out their roles and professions.

Based on the results of the research conducted, the professional competence of teachers at Aba Thoyibah Kindergarten still requires further improvement. This is because 3 out of 7 teachers at ABA Thoyibah Kindergarten Surakarta have not yet conducted professional teacher education, but 6 of the 7 teachers have undergone education at the undergraduate level. Meanwhile, in terms of preparing learning materials, the principal only relies on class teachers, without providing monitoring in their preparation. This makes it possible for teachers to be less than optimal in carrying out their duties. It is necessary to carry out monitoring related to the learning materials provided by teachers to students so that the quality of learning can be maintained and even more developed.

C. Personality Competence

Personality competence must be possessed by every professional teacher because teachers who have a good personality will be role models for their students so that they must say and do according to the norms and rules that exist in society. Personality competence has a major influence on the growth and development of students, especially in early childhood education (Mariyana in Felayati & Nurhafizah, 2019). Based on the results of research at TK ABA Thoyibah Surakarta, it is known

that the criteria for the personality of teachers who teach must be honest, noble, authoritative, show a high work ethic, be responsible, and uphold the code of ethics of the teaching profession. This has shown conformity with the indicators of teacher competency standards of Permendiknas no.16 of 2007.

D. Social Competence

Social competence is one of the important parts and requirements that every teacher must have. According to (Suwandi & Indrawat, 2020) social competence is the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents or guardians of students, and the surrounding community. Illahi & Prastowo, (2022) explains that during the learning process, a teacher will become a leader, center of initiative and facilitator and determine the success of the learning process. This is what makes every teacher guided to have social competence because students will imitate and make teachers as *role models and role models* so that teachers are expected to have good personalities and behavior, and can establish close and harmonious communication relationships with students, parents, communities or other teachers.

Based on the results of the research conducted, it can be seen that every teacher at TK ABA Thoyibah Surakarta has good social competence. The teachers have been able to establish good and effective social relationships with students, fellow teachers, parents and the surrounding community.

The social relationship between teachers and children at TK ABA Thoyibah Surakarta is very well established. The results showed that teachers have been able to become good *role models* for children. The teachers always give warm smiles, greetings and greetings to children. In addition, the learning process is given in a good way, soft language, does not differentiate between children and is full of affection. This is evident from the good behavior of students who appear every day.

The research data also shows that the relationship between teachers, committees and parents is well established. This can be seen from the meetings that are held once a month on a regular basis. This meeting discusses the plans, processes, results and evaluation of learning that takes place at TK ABA Thoyibah Surakarta.

CONCLUSIONS

Teacher competence is a skill possessed by the teacher as a provision or capital in carrying out his role as an educator. A teacher has the responsibility as an educator who directs students to determine their future path.

Based on the results of research related to the competence of PAUD teachers at TK ABA Thoyibah Surakarta, it can be concluded that teachers at school institutions still need more improvement. Some competencies that require improvement are pedagogical competencies related to the teacher's ability to design, implement and evaluate learning. In addition, there are professional competencies related to the qualifications of teachers who must have a bachelor's degree in PAUD and participate in teacher professional programs, and also require a review of the learning materials that have been prepared. Improving teacher competence is done to

improve the quality of teachers as educators in carrying out learning and managing school institutions. As for personality competence and social competence, it has shown conformity with applicable standards.

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