

Pedagogic competency management: Improving teacher performance in early childhood education programs

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Abstract:

Pedagogic competence is a fundamental competency in the framework of children's educational practices. Pedagogic competence is required as a system of knowledge about children's education that will become the basis or basis in children's educational practices and become the standard of success of children's educational practices. This research was conducted to analyze how pedagogic competence in improving the performance of PAUD teachers in the Gadingrejo Sub-district. The method used in this study is the qualitative research method by conducting observations, interviews, and documentation. The source of information is obtained through interviews with the head of the foundation, educators, and students. The results of research on pedagogic abilities of PAUD teachers in Qurotta Ayun and PAUD SPS Latifah Learning Group in organizing various aspects of child development according to age, designing child development activities according to age-based on curriculum, organizing educational development activities in children according to age, organizing and making assessment reports, evaluation of processes and evaluation of learning outcomes in children according to age, analyzing the theory of play according to aspects and stages of development, needs, potential talents and interests of children according to age, in general, is good enough. However, there needs to be an improvement in pedagogic management through the improvement of educational qualifications and competencies of educators through training activities, technical guidance, and workshops.

Keywords: Children's Education; Curriculum; Pedagogics; Teacher Performance

Introduction

Teachers are implementers of education to answer the needs of qualified human resources and can play a professional role (Saiti & Saitis, 2006; Uteubayev et al., 2018; Wajdi et al., 2018). Pendidikan Anak Usia Dini (PAUD) Teachers can show their confidence in front of students through performance following the competence of their profession as an educator, teacher, and trainer of students in the learning process (Kurnia et al., 2020; Zukhairina et al., 2020). Teachers should be able to transfer knowledge and knowledge about goodness in guiding their students in learning. The influence of teachers can improve the quality of education so that students in learning can achieve success (Murkatik et al., 2020)

Pedagogic ability is the ability in learning or education that contains an understanding of things related to the nature of learners, characteristics of learners, the development of learners, educational concepts that are useful to help students, teaching methodologies that are following the materials and student development and others (Hägg & Kurczewska, 2019; Murkatik et al., 2020). Teachers are expected to understand the traits, characters, levels of thought, physical and psychic development of students, to understand the difficulties and ease of students in learning and developing themselves. Teachers need a good approach, knowing the science of child psychology and child development and knowing the development of children's knowledge (Etkina et al., 2017; Sekreter, 2019). Teachers must have pedagogic competence so that students can develop academic abilities to the maximum. PAUD teachers must package fun learning while in class so that students do not feel bored (Chodzirin, 2016; Seftiarani & Sofia, 2018; Wahyuni, 2015).

Pedagogic competence is the main thing in managing the learning process of students. Teachers must be able to arouse children's curiosity in every learning activity so that students can think and solve problems. Teachers must also be able to design teaching methods that make students opine actively. Teachers must respect the imagination of students and the sense of humor and potential that children have, even though children have weaknesses. Teachers must recognize and accept each child's uniqueness and differences without discriminating, and children have good manners and obey the rules (Rahmanto et al., 2020). The teacher must be able to be an example of good behavior in speech and action (Rahmanto et al., 2020).

Teachers must master pedagogic competence so that there is no deviation in the learning process. PAUD teachers need serious attention to master all competencies well so that they can carry out learning well. Himpaudi, Gadingrejo District, informed the understanding of pedagogics competence in 22 PAUD in Gadingrejo District. The result of this information is that 12 PAUD teachers understand Pedagogic Competence.

PAUD teachers must have an insightful understanding or foundation on education and students, curriculum/syllabus development, learning design, implementation of educational and dialogical learning, use of learning technology, evaluation of learning, and development of students to actualize their various potentials. The teacher must have pedagogic competence in learning design before carrying out the learning process, but the pedagogics competence has not been understood

by the teacher, so the teacher only teaches without wanting to learn and understand pedagogics competence. Pedagogics competence is very important in implementing practices in early childhood education, so researchers need to examine in more depth about pedagogic competence in improving the performance of PAUD teachers.

Methods

The answer to the question regarding the subject of the problem formulation requires data analysis procedures and things obtained from a study. This qualitative data analysis is inductive based on data developed into assumptions. The steps of data analysis to be carried out by the author are as follows: data collection, data reduction, data presentation, concluding.

Results and Discussion

Based on the observations of researchers and the results of interviews with educators in the Qurotta Ayun Study Group and PAUD SPS Latifah II related to the pedagogics ability of teachers. The following are the findings of researchers regarding the pedagogical abilities of the Qurotta Ayun Study Group educators, Organizing developmental aspects according to the characteristics of early childhood:

Aspects of physical development in accordance with the characteristics of early childhood.

The teachers in the Qurotta Ayun Study Group are good, this can be seen in the results of interviews, namely in the aspect of physical development, it can be organized by observing and assessing body movement control skills such as fine and gross movements, understanding how to adjust abilities and observing the development of good students. growth and development.

Aspects of social development in accordance with the characteristics of early childhood.

The ability of educators in the Qurotta Ayun Study Group is good, this can be seen in the results of interviews in the aspect of social development that can be organized by looking at their social interactions, one of which is whether students want to share toys with each other and their ability to adjust in their social environment.

Aspects of emotional development in accordance with the characteristics of early childhood.

The ability of the educators of the Qurotta Ayun Study Group is good, this can be seen in the results of interviews, namely in the aspect of emotional development, it can be organized by observing students who are queuing for playing activities or getting their turn.

Aspects of cognitive development in accordance with the characteristics of early childhood.

The ability of the educators of the Qurotta Ayun Study Group is good, this can be seen in the results of interviews, namely in the aspect of cognitive development, it can be organized by observing the development of behavior and examining aspects of students' cognitive development related to students' grasping power in thinking about what are the ideas in playing, the child will quickly respond to the given stimulus.

The pedagogic ability of the Qurotta Ayun Study Group teachers in designing early childhood development activities based on the curriculum is good, including compiling the contents of development programs according to the themes and needs of early childhood in various aspects of development including physical, social, emotional and cognitive development. Then make a play activity plan in the form of annual, semi-annual, weekly and daily programs that are in accordance with the needs and development of early childhood.

The pedagogic ability of the Qurotta Ayun Study Group teachers in carrying out educational development activities is quite good by choosing educational development principles and designing educational and complete development activities both for activities inside and outside the classroom can be carried out on plantation trips and through the surrounding environment. Furthermore, the teacher's pedagogic ability is to take advantage of technology by choosing and using information and communication technology as well as teaching materials that are in accordance with early childhood development activities, using audio and laptop technology..

The pedagogical ability of the Qurotta Ayun Study Group teachers in organizing and making assessment reports, evaluating the process by making formats and documents and evaluating learning outcomes with a portfolio and document of children's activities. Furthermore, the ability to determine the target scope of the assessment process and learning outcomes in early childhood is good, namely by choosing approaches, methods, and techniques for assessing processes and results, using assessment principles and procedures, administering the assessment of processes and results of development and process assessment and determining the level of achievement various early childhood developments. Next, analyze the results of the process and outcome assessments and carry out various process and outcome evaluations.

The pedagogic ability of the Qurotta Ayun Study Group teacher in using the results of the development assessment and program evaluation for the benefit of early childhood development in accordance with the process activities and the results of the child's activities, then conducting remedial programs that are carried out if the students have not made any changes and enrichment, then take advantage of information on the results of assessment and evaluation of learning to improve the quality of learning by providing media preferred by students and communicating the results of the assessment of development and evaluation of the program to stakeholders by providing information every semester.

The management of pedagogic competence in the Qurotta Ayun Study Group is good. There are training activities for the management of personnel, learning and infrastructure from HIMPAUDI Sub-district and District which are carried out every quarter. Monthly meeting activities are also often carried out by educators in the Qurotta Ayun Study Group. However, there are several things that need to be improved, such as providing opportunities for educators to continue to higher education levels and in accordance with the qualifications needed in the Qurotta Ayun Study Group so as to increase the motivation and performance of educators.

This study took 2 samples of schools located in Gadingrejo District, namely PAUD SPS Latifah II which was located on Jl. Angkasa Gadingrejo Utara, Gadingrejo District as a sample of schools that do not understand pedagogic competence and the Qurrota Ayun Study Group in Gadingrejo District as a sample of schools that understand pedagogic competence.

In general, based on the results of interviews and direct observations of researchers with research subjects, namely teachers at KB Quorotta Ayun and SPS Latifah II, the researchers obtained data on the efforts made by teachers in pedagogic abilities for children aged 5-6 years in PAUD Quorotta Study Groups Ayun District Gadingrejo and SPS Latifah II Gadingrejo District in order to improve the pedagogic competence of teachers in the learning process can be described, among others, as follows, based on the results of research and data analysis, it can be concluded that in general the pedagogical competence of teachers in learning has been carried out well in children aged 5 -6 years in the Qurrota Ayun Study Group, Gadingrejo District. This can be seen from the ability of good teaching staff in terms of managing teaching and learning activities such as the ability to manage student learning, understand students, design and implement learning, evaluate learning outcomes, and help students develop to further actualize their potential. However, the pedagogic competence of teachers in learning is not carried out well enough for children aged 5-6 years at SPS Latifah II because not all teaching staff understand and implement student learning management, understand students, design and implement learning, evaluate learning outcomes, and help students develop.

Pedagogic competence is very important for teachers, especially Early Childhood Education teachers because pedagogic competence is the main foundation in carrying out the learning process in the classroom and the key to success in achieving learning objectives for students (Akhyak et al., 2013; Murkatik et al., 2020; Tanang & Abu, 2014). Teachers who have pedagogical competence will avoid learning activities that are monotonous, disliked by students and make students lose interest and absorption and concentration in learning (Djuwita, 2019; Torsney & Symonds, 2019). Pedagogic competence is an ability related to students' understanding and management of educational and dialogical learning (Susanto et al., 2020).

Based on the results of observations and interviews with teachers in the Quorota Ayun Study Group, it can be specifically concluded as follows, the teacher's pedagogic abilities include organizing various aspects of the development of children aged 5-6 years is good, namely by studying abilities, grouping, identifying initial abilities and identifying difficulties early childhood in accordance with the level of development and characteristics of students it makes the learning process while playing activities take place well. The pedagogic ability of PAUD teachers in organizing developmental aspects according to the characteristics of early childhood is good, including grouping early childhood according to the needs of various aspects of development including physical, social, emotional and cognitive development. Identify early childhood abilities and difficulties in various areas of development.

The pedagogic ability of PAUD teachers in designing age-appropriate child development activities based on the curriculum is good, including compiling the contents of development programs according to the themes and needs of early childhood in various aspects of development including physical, social, emotional and cognitive development. yearly, semi-annually, weekly and daily according to the needs and development of early childhood. The pedagogic ability of PAUD teachers to organize development activities that educate children according to age is quite good by choosing educational development principles and designing educational and complete development development activities both for activities inside and outside the classroom can be traveled to plantations and through the surrounding environment.

The pedagogic ability of PAUD teachers in organizing and making assessment reports, evaluating processes and evaluating learning outcomes for children according to age is good by making formats and documents, portfolios and documents for children's activities, determining the scope of targets for assessment processes and learning outcomes in early childhood, namely by selecting approaches, methods, and techniques for assessing processes and outcomes, using assessment principles and procedures, administering process and outcome assessments of development and process assessments and determining the level of achievement of various early childhood development outcomes (Listyowati, 2017; Yolanda, 2020). The ability of PAUD teachers to use the results of assessment, development and evaluation of programs for the benefit of early childhood development is generally good, namely by using information on the results of assessment and evaluation of learning to evaluate early childhood learning and improve the quality of learning.

Based on the results of observations and interviews with educators at SPS Latifah II in particular, it can be concluded as follows, the pedagogic abilities of PAUD teachers include organizing various aspects of child development according to age, which are not good enough, namely there are teachers who do not design development activities for children aged 5-6 years based on the curriculum and also does not design play activities in the form of annual, semi-annual, weekly and daily programs that are in accordance with the needs and development of early childhood so that the learning process while playing is less directed and conducive.

Conclusion and suggestion

Based on the results of this qualitative research, in general it can be concluded as follows: the pedagogic ability of PAUD teachers in organizing various aspects of age-appropriate child development is quite good, PAUD teachers' pedagogic abilities in designing age-appropriate child development activities based on the curriculum are quite good, PAUD teachers' pedagogic abilities in organize development activities that educate children according to age are quite good, the pedagogic ability of PAUD teachers in organizing and making assessment reports, process evaluation and evaluation of learning outcomes for children according to age is quite good, PAUD teachers' pedagogic abilities in analyzing play theory according to aspects and stages of development The needs, potential talents and interests of children according to age are generally quite good.

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