

Research Article

The analysis of Early Childhood Education Teacher Professional at Shabha Amanah Banjarbaru

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ABSTRACT

The purpose of this study was to identify and describe pedagogic competence, personality competence, social competence, and professional competence of PAUD teachers in Shabha Amanah Banjarmasin. And also to find out the differences in pedagogic competence, personality competence, social competence, professional competence possessed by PAUD teachers at Shabha Amanah Banjarmasin. The method used in this research is descriptive quantitative by conducting tests on 16 PAUD teachers at Shabha Amanah Banjarbaru. Data collected technique using questionnaires. The results of this study indicate that pedagogic competence, personality competence, and competence teachers' social skills are included in the good category. And there is no difference in the personality competence of teachers based on educational background. However, there are differences in social competence and professional competence of teachers based on educational background. This study concludes that the competencies possessed by PAUD teachers at Shabha Amanah Banjarbaru are good, but to maintain and improve the quality of their competencies they need to participate in activities such as the Teacher Working Group (KKG), Subject Teacher Consultations (MGMP), attending education, training, and seminars.

Keywords: Analysis, competence, teacher

Introduction

Early childhood education is a very basic education because the development of children in the first years will determine the development of children in the future

according to the provision of meaningful stimulation given from an early age. Early childhood education is very important, implemented as the first basis for the formation of a human personality as a whole,

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such as: for the formation of self-concept, character, morals, religious values, social-emotional, independence, discipline, language, cognitive, art, and developing physical abilities. Early childhood is in the age range from birth to 6 years. Children at this age are sensitive periods for children. During this sensitive period, there is a maturation of physical and psychological functions that are ready to accept various efforts to stimulate the development of all the potential provided by the child's environment. Therefore, at that age, early childhood should receive appropriate educational stimulation.

In the world of education, many variables play a role in achieving educational goals, including the education financing system, educational process, facilities and infrastructure, and variable of teaching and education personnel. The main factor in the learning process is a teacher as an educator because teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education, formal education, basic education, and secondary education (Kunandar, 2009). The role of teachers in society has also received wide attention from society, this requires high dedication for people who have professions as a teacher. To carry out their roles, teachers must have teacher competence to carry out their duties and responsibilities in a professional manner.

Competence is a collection of knowledge, behavior, and skills that a teacher must possess to achieve learning and educational goals. It is obtained through education, training, and independent learning by utilizing learning resources (Musfah, 2012). Teacher competence is the ability of a teacher to carry out obligations responsibly and properly (Usman, 2001). There are four

competencies that teachers must have, namely pedagogical competence, personality competence, social competence, and professional competence.

Pedagogic competence is an ability related to understanding early childhood and managing participatory and fun learning (Yufiarti, 2012). Personality competence (personal) means a steady personality attitude so that it can become a source of intensification for the subject. In this case, it means having an exemplary personality, being able to carry out leadership (Uno, 2009). Social competence is the teacher's ability to communicate and interact effectively with students, fellow educators, education staff, parents/guardians of students, and the surrounding community (Hidayat, 2017). Professional competence is the ability related to mastery of learning material in a broad and deep field of study which includes mastering the content of curriculum content in school subjects and the scientific substance that covers the curriculum material, as well as adding scientific insights as a teacher.

According to Suprihatiningrum (2013) stated that a teacher's job is a professional job so to become a teacher must meet tough requirements. Some of them must have talents, skills, good and integrated personalities, be physically and mentally healthy, have extensive experience and knowledge, have Pancasila spirit, and be a good citizen. To see whether a teacher is said to be professional or not, it can be seen from two perspectives. First, it is seen from the minimum level of education and educational background of a teacher. Second, the teacher's mastery of teaching material, managing students, carrying out guidance tasks, etc. However, it cannot be denied that the conditions that exist in early childhood education institutions sometimes reflect conditions that are not in line with

expectations, there are still many teachers who do not have good professional teaching competencies and do not meet the competency standards as expected. This is related to the lack of early childhood teachers who have not met academic qualifications according to government regulations.

Integrated early childhood Shabwa Amanah is one of the integrated schools in the city of Banjarbaru. Teachers who teach there are known for their gentleness and friendliness in teaching and educating their students even though the qualifications of teacher education in Integrated Early Childhood Shabwa Amanah Banjarbaru are predominantly high school graduates.

Based on the above problems, The purpose of this study was to identify and describe pedagogic competence, personality competence, social competence, and professional competence of PAUD teachers in Shabha Amanah Banjarmasin. And also to find out the differences in pedagogic competence, personality competence, social competence, professional competence possessed by PAUD teachers at Shabha Amanah Banjarmasin.

Material and Methods

This study used a quantitative approach with descriptive methods. The research sample was all teachers of Integrated Early Childhood Shabwa Amanah Banjarbaru, totaling 16 people consisting of 10 teachers with high school graduate backgrounds and 6 teachers who graduated with undergraduate degrees.

The research data collection technique used a questionnaire. The questionnaire used is closed. The data analysis technique used quantitative descriptive techniques with percentages. The data collected in this study are answers to questionnaires from respondents arranged on a Likert scale to produce numbers that have a certain weight. Based on these figures, the data is presented in the form of a percentage which is used as a guideline for presenting the research results, namely as follows:

$$X\% = \frac{n}{N} \times 100\%$$

Information:

X% = Percentage sought

n = Total actual score

N = the total ideal maximum actual score (Ali, 2013).

Table 1. Benchmark category percentage of questionnaire results assessment

Percentage	interpretation
76%-100	Good
56% - 75%	Enough
40% - 55%	Not Bad
< 40%	Bad

(Source: Arikunto, 2002)

After the data is obtained, to test the hypothesis that has been formulated and to get a conclusion, the test result data is analyzed using the t-test statistic. Different tests (t-test) in this study use the independent

test technique sample t-test that is processed using SPSS 21 software. Different test (t-test) is done by comparing the value of t count with t table with alpha (α) 0.05. The decision criterion is if the value of t count > t table, then

H_0 is rejected, conversely if the t value $< t$ table, then H_0 is accepted.

Results and Discussion

Analysis of teacher pedagogical competence

The results of the analysis of the pedagogical competence in Integrated Early Childhood Shabwa Amanah Banjarbaru based on the variables and aspects that have been studied generally reached an actual score of 1945 from a maximum ideal score of 1984, which means that 98% was included in the good category. In terms of the ability to understand the philosophy and principles of early childhood education, it was found that 90% were in a good category. Philosophy is a science to understand all things that arise in human life. Educational philosophy is a scientific foundation for the implementation of education which continues to develop dynamically. To ensure that education is correct and the process is effective, it requires philosophical and scientific foundations as normative principles and guidelines for the implementation of the guidance. The principle of implementing early childhood education learning is oriented to children's needs, children's learning according to children's development, developing children's multiple intelligence, learning through play, done gradually, children as active learners, children's social interactions, a conducive environment, stimulating creativity and innovation, developing skills living, utilizing the environment, following the conditions and socio-culture as well as holistic stimulation (Suyadi & Ulfah, 2017).

The aspect of the ability to understand the development and characteristics of early childhood was found to be in a good category. This is in line with an opinion (Suyadi & Ulfah, 2017) that there are several reasons why parents and PAUD teachers should study early childhood development.

First, knowledge about early childhood development can provide understanding and understanding in oneself. Second, knowledge about growth and development for parents, teachers, and professionals can help children provide optimal educational services. Third, there is an effort by experts to study early childhood development for continuous learning.

The aspect of the ability to understand the early childhood transition program to basic education was found to be in a good category. This is in line with the opinion of Musfita (2019) explained that the academic success that the child wants to achieve can be hindered when it is not accompanied by readiness during early childhood education. Some early childhood teachers agree that transitions include: growing curiosity, emotional development, language use, cognitive development, and general knowledge. According to Musfita (2019), It is important to develop all potentials from an early age in early childhood education before entering elementary school, especially in transition.

The aspect of the ability to understand the role of playing was found to be 87% in the good category. Pedagogic competence requires early childhood teachers to understand role-playing for children. Because by playing, children get the opportunity to develop their potential, and playing provides opportunities for children to develop completely both physically, socially, emotionally, behavior, language, and intellectually. This is in line with opinion (Montolalu, 2010) playing is a fun learning process. It helps children get to know their world, develop new concepts, take risks, improve social skills, and shape behavior.

The aspect of the ability to understand integrated curriculum development was found to be in a good category. A teacher who

understands the integrated curriculum will be able to package all activities carried out to develop children's abilities as a whole through the existing curriculum in the school. The potentials of children that must be developed are moral, social, emotional, language, cognitive, physical motor skills, and arts. This is in line with the opinion of Eliason & Jenkins (Aisyah, 2011) argued that the curriculum should provide opportunities for children to develop cognitive aspects, healthy social relationships, emotional and physical development.

The aspect of the ability to understand a conducive learning environment was found to be in a good category. To create conducive learning, teachers must know students, be able to provide learning resources that are attractive to students, and most importantly the provision of learning resources. All learning resources are designed by the teacher to attract students' interest to stay enthusiastic about participating in learning and support the learning process to be effective and efficient. Therefore, class arrangement or organization is the main thing in supporting the creation of a conducive learning environment.

The aspect of the ability to understand classroom management was found to be in a good category. This is in line with an opinion (Hidayat, 2017) that an optimal learning condition can be achieved if the teacher can manage students and learning facilities and control them in a pleasant atmosphere to achieve learning objectives.

The aspect of understanding learning evaluation was found to be 89% in the good category. Pedagogic competence requires teachers to understand learning evaluation. The teacher's ability to carry out evaluations is a very important teacher competence. Evaluation or assessment is a complex aspect of learning because it involves various

factors. There is no learning without assessment because assessment is a process to determine the level of achievement of learning objectives or competencies by students (Hidayat, 2017).

Teacher personality competency analysis

The results of the personality competency analysis in Integrated Early Childhood Shabwa Amanah Banjarbaru based on the variables and aspects that had been studied generally reached an actual score of 972 from the ideal maximum score of 1024, which means that 95% was included in the good category. For the aspect of the ability to learn independently, it was found that 97% were in a good category. Independence is a person's ability to do something without help from others. An independent attitude is one of the attitudes that must be possessed by a teacher because the teacher has a very important task as an education implementer who is tasked with guiding and directing students so that they can grow and develop optimally. The teacher is a model for their students, for that the teacher must provide an example of a strong independent life to be emulated by their students.

The aspect of ability in having an attitude towards the profession was found to be in a good category. Teacher competence is the ability of a teacher to carry out the teaching profession. In practice, teachers must have a good attitude towards their profession. The expected attitude is accompanied by positive feelings. Teachers who have positive feelings towards their profession will carry out their work following the demands of the profession. According to Sudanta et al. (2013), The teacher's attitude towards the profession is a tendency for teachers to respond to likes or dislikes about their work, which is ultimately expressed in the form of actions or behaviors related to their profession. Teachers'

behavior towards their work can be expressed in the form of behavior that is shown.

The aspect of ability to have a commitment to the profession and professional duties was found to be in a good category. A teacher must have a professional character, with the characteristics of committing to work hard for the progress of the school, being responsible for his duties, and having a work ethic. Teachers who have a commitment to the profession and professional duties in their personality can be seen from their commitment to their profession as a teacher and in the early childhood institutions where they teach, which is marked by a passion for advancing the institutions where they work to continue to channel their abilities and expertise.

The aspect of motivation ability found that 94% were in a good category. Teachers who have high motivation will have a good impact on their lives and their students. High motivation will encourage teachers to always learn new things related to Early childhood education (EDC) and have the will to innovate. Teachers are innovators who are required to have the ability to improve the quality of education through learning innovations.

Teacher social competency analysis

The results of the analysis of the social competence of teachers in Integrated Early Childhood Shabwa Amanah Banjarbaru based on the variables and aspects that have been studied generally reach an actual score of 693 from the ideal maximum score of 768 which means reaching 90% is in a good category. As for the aspect of the ability to communicate, it was found that 93% were in a good category. The ability to communicate for a teacher is the ability to convey messages to students in the hope that they can understand the contents of the message

conveyed. This ability has an important role in the learning and teaching process because communication is an educational interaction that takes place in the form of message exchange (learning material). This communication will be effective if it gets a response from students and there is two-way communication between teachers and students. Therefore, good communication skills are very important for students and teachers for the success of a learning and teaching process. Communication is a means or media in the delivery of stimuli. This is in line with the opinion (Iskandar, 2019) in teacher and student communication will influence each other so that knowledge is formed about each other's experiences. Communication can shape the character of students with mutual understanding, create a sense of closeness, maintain affection, influence attitudes which can ultimately lead to real action.

The aspect of the ability to form partnerships was found to be in a good category. The ability referred to is the teacher's ability to cooperate with peers, parents, the community, and all parties involved in education. Whether the teacher is successful or not in achieving the vision and mission of the school will more or less depend on all parties involved in the educational environment. For everything to run smoothly, there must be a good relationship between teachers and peers, parents, the community, and those involved in education. Teachers who can form partnerships, namely teachers who can work together, respect each other, mutual understanding, and responsibility, and always coordinate in any activity that will be carried out with other educational parties.

The aspect of the ability to understand the culture of the community around the place of work was found to be in a good

category. In the world of cultural education is very important. Education and culture are interrelated, education will not develop without culture, and vice versa. This culture develops through an educational process and is passed on from generation to generation and cannot be separated from students, the social environment, and the community culture. Arts and culture in education can develop the potential of students so that they are not only intellectually intelligent but also have good character and morals. In education, culture can support the learning of students so teachers must also understand the culture of the community in which they work.

Analysis of the professional competence of teachers

The results of the professional competency analysis of teachers in the Integrated Early Childhood Shabwa Amanah Banjarbaru based on the variables and aspects that have been studied generally reached an actual score of 1239 from the ideal maximum score of 1408, which means that 88% was included in the good category. For the aspect of the ability to use information technology for communication, it was found that 41% were in the poor category. In this day and age, we are in the digital age. Technology has become an integral part of all aspects of life. One of them is in the world of education. Very sophisticated technology and information help us to get a wide range of information and knowledge quickly. Teachers must be able to follow developments in technology and information to improve their teaching abilities so that they can make learning more interesting to follow. Teachers are required to be able to use technology and information to communicate and develop their abilities. Teachers can use various means of communication as

educational media such as the internet, computers, telephones, projectors, and others. With advances in communication and information technology, teachers do not have to act as teachers alone. The teacher plays a role in facilitating students' learning. To play this role the teacher must learn a lot in mastering communication technology. Teachers must have a good knowledge before teaching their students. There is a view that says that learning is a process of creating an environment that allows the learning process to occur. In the learning process, it is necessary to use information and communication technology for students and teachers who apply the learning (Sunardi et al., 2017). Thus, to be able to introduce information technology to early childhood, teachers need to have good knowledge and skills about the use of communication and information tools and have the ability to teach these technologies to students.

The aspect of the ability to understand the learning that is following the child's development stage was found to be in a good category. Early childhood teachers in providing learning to their students cannot generalize in providing stimulation for all children. Because every child has a different developmental stage. So that the pattern of giving students must vary according to the individual child. This is in line with an opinion (Suyadi & Ulfah, 2017) that at the same age, the ages of children have considerable variations or differences in terms of social, intellectual, and emotional maturity development.

The aspect of the ability to understand the substance of the early childhood education curriculum was found to be in a good category. In the implementation of the curriculum the teacher plays an important role, the curriculum will not be meaningful as an educational tool without being supported

by the teacher's ability to apply it and learning will not be effective without the curriculum. This is in line with Hidayat's opinion (Achruh, 2016) that teacher mastery of the curriculum is an absolute thing and becomes an obligation. Therefore, teachers are always required to improve their abilities following curriculum developments, developments in science and technology, and the development of society.

The aspect of the ability to understand simple research and critical studies to improve early childhood education services found that 89% were in a good category. One of the abilities that teachers must have is to be able to develop themselves professionally while continuously pursuing their field of study. To fulfill this ability, teachers must be able to assess their performance in teaching

so that they can continue to improve their performance as a teacher. Teacher performance can be assessed through simple research conducted in its class, namely classroom action research. This is in line with the opinion (Wardhani & Wihardit, 2011) which stated that Classroom Action Research (CAR) is research conducted by teachers in their class through self-reflection, to improve their performance as a teacher so that student learning outcomes increase. The reason why teachers have to do CAR, according to Wardhani and Wihardit (2011) in terms of professionalism, research conducted by teachers is seen as a professional teacher's performance because a systematic study conducted on oneself is considered a hallmark of professional teacher work.

Table 2. Result of independent-sample t-test

	<i>Hypothesis</i>	<i>Sig (2-tailed)</i>	<i>Decision</i>
H_1	There are differences in the pedagogical competence of teachers based on educational background	0,061	H_a Rejected
H_2	There are differences in teacher personality competencies based on educational background	0,250	H_a Rejected
H_3	There are differences in the social competence of teachers based on educational background	0,037	H_a Accepted
H_4	There are differences in the professional competence of teachers based on educational background	0,030	H_a Accepted

Differences in teacher pedagogical competence based on educational background

The results showed that there was no evidence of the pedagogical competence of teachers in Integrated Early Childhood Shabwa Amanah Banjarbaru based on educational background with a significance value of 0.06. The test criterion, H_0 is rejected if $\text{Sig (2-tailed)} < \alpha$ with a significant level $\alpha = 0.05$. It turns out that the value of $\text{Sig (2-tailed)} = 0.061 > 0.05$. which means there is no statistically significant difference in the t-test.

One of the factors that influence the teacher's pedagogical competence is the educational qualifications of a teacher. The teacher is the main component in the implementation of the learning process because it is the teacher who deals directly with students. A teacher position is a professional position, the holder must meet certain qualifications and competencies. Academic qualification can be seen from the level of education. theoretically, this qualification can be seen from the diploma it has. Teacher competence is a

set of abilities in the form of knowledge, attitudes, and skills for the position of teacher. These competencies can be obtained through education and training. Teacher competence must be mastered so that teacher professionalism is maintained. This means that teachers must have the competence to carry out their duties as professional educators (Sukanti et al., 2008).

Teacher qualification is an effort to achieve quality education. Qualification is a skill required to occupy a position. Teacher qualifications in teaching and learning activities determine the achievement of learning objectives. Skills in professional work as a teacher are supported by the theory that has been learned, a competent teacher is required to learn continuously and deepen his function as a qualified teacher because professional teachers must have skills according to competence (Jahidi, 2014).

Differences in teacher personality competencies based on educational background

The findings of this study state that there is no difference in the personality competence of teachers in Integrated Early Childhood Shabwa Amanah Banjarbaru based on educational background with a significance value of 0.250. The test criterion, H_0 is rejected if $\text{Sig (2-tailed)} < \alpha$ with a significant level $\alpha = 0.05$. It turns out that the value of $\text{Sig (2-tailed)} = 0.250 > 0.05$. which means there is no statistically significant difference in the t-test.

Personality competence is one of the competencies that teachers must have, it can be seen through the attitudes and actions they do consciously. Personality is one of the factors that determines the success of carrying out their duties as an educator, all the behavior that the teacher does is used as a model and will be imitated by students. This is in line with the opinion (Hidayat, 2017) that personality can determine whether teachers become good educators and mentors or will be destructive for the future of students. A good teacher will also create good students.

The results of the study were also reinforced by Daradjat's opinion (Hidayat, 2017) that being a teacher is not arbitrary, but must

meet several requirements, one of which is knowledge/diploma. A diploma is not merely a piece of paper, but as proof that the owner already has certain knowledge and competencies required for a position. Teachers must have a diploma and educational certificate or educator certificate as proof that they have teaching authority

Differences in the social competence of teachers based on educational background

The findings of this study state that there are differences in the social competence of teachers in Integrated Early Childhood Shabwa Amanah Banjarbaru based on educational background with a significance value of 0.037. Test criteria, H_0 is rejected if $\text{Sig (2-tailed)} < \alpha$ with a significant level $\alpha = 0.05$. It turns out that the value of $\text{Sig (2-tailed)} = 0.037 < 0.05$, which means a statistically significant difference in the t-test.

The quality of education cannot be separated from the role of the teacher. Therefore, teachers must have good quality. To realize good teacher quality, teachers must have good competence as well. Teacher competence is required in carrying out their duties professionally. One of the competencies that must be possessed by teachers is social competence. The goal of having social competence is to be able to communicate well so that there is good and stable cooperation with students, peers, parents, the community and with related parties to support education. In the learning process, the teacher becomes a major factor in creating a learning atmosphere to create an educational atmosphere that is meaningful, fun, creative, and dialogical so that later it will affect the increase in the quality of education as a whole.

Teachers are always required to improve their competence to keep up with the progress of scientific developments. Improving teacher competence, it can be done through increasing educational qualifications. Because the level of education one has will reflect one's knowledge and skills at work. This increase in teacher education will influence the implementation of teaching. In other words, the higher the qualification of teacher

education, the higher the teacher's education qualifications will allow the teacher to assume the responsibility for educating, guiding, and teaching in a better, more effective, and efficient manner. This is in line with the opinion of Sudjana (Sunhaji, 2012) that the level of competence of a person is very much dependent on the skill and level of education.

Differences in the professional competence of teachers based on educational background

The results of this study indicate that there are differences in the professional competence of teachers in early childhood Integrated Shabwa Amanah Banjarbaru based on educational background with a significance value of 0.030. Test criteria, H_0 is rejected if $\text{Sig (2-tailed)} < \alpha$ with a significant level of $\alpha = 0.05$. It turns out that the value of $\text{Sig (2-tailed)} = 0.030 < 0.05$, which means a statistically significant difference in the t-test.

One of the factors that affect the professional competence of teachers is the qualification of their education level because with a high level of education it is certain that a teacher will master their competencies. The teacher's role is not just teaching and providing knowledge to students, but the teacher also acts as a guide, motivator, facilitator, counselor for students. Therefore, the quality of teachers is influenced by high levels of education.

The findings of this study are reinforced by Puspita (2013) which stated that the level of education usually affects the mindset and perspective of individuals on the world and the problems that arise, including in seeing the value of life, children, and ways of treating others. In line with Prayetno (2019) stated in his research that the level of positive education was significant towards the professional competence of teachers partially as large as 2,081. From the results of testing the hypothesis using the partial test (t-test), it is obtained t-count of 2.081 with a significance value of 0.045. This is following the test criteria showing that t count $>$ t table, namely $2,081 > 1,690$ with a significance level of $0.045 < 0.05$, thus it can be concluded that H_0 is re-

jected or H_a is accepted. This shows that partially (individually) the hypothesis H_a reads "There is a significant positive influence between the level of education on the professional competence of teachers in social studies subjects at SD Sekecamatan Buntu batu" Accepted.

In line with the results of this study according to Muna (2016) in the results of her research stated that: (1) The variables of teacher education background and teacher training partially affect teacher professional competence with the contribution of teacher education background variables by 8% and the contribution of teacher training variables by 8%. 10.1%. Furthermore, the variables of teacher education background and teacher training simultaneously affect the professional competence of teachers with a contribution of 19% and the remaining 81% are influenced by other variables not examined in this study. (2) The variable of teacher training has a greater effect than the variable of teacher education background so that there are opportunities for non-sociology teachers to improve their competence. (3) there are still many teachers who have not done CAR and rarely take part in MGPM. (4) training from government educational institutions is more often aimed at schools that are a reference for other schools or more often for teachers who have civil servant status.

Conclusion and Recommendation

This study concludes that the competencies possessed by PAUD teachers at Shabna Amanah Banjarbaru are good, but to maintain and improve the quality of their competencies they need to participate in activities such as the Teacher Working Group (KKG), Subject Teacher Consultations (MGMP), attending education, training, and seminars.

Based on the research results above, there are several suggestions, namely (1) Teachers need to maintain and improve the quality of their pedagogical competencies and always update their knowledge so that the teacher's ability to design, implement and evaluate learning is increasingly developing. Efforts to increase teacher competence must be carried

out in a planned and programmed manner with a clear system. This can be done by participating in activities such as Teacher Working Groups (KKG), Subject Teacher Deliberations (MGMP), and similar activities; (2) In maintaining the teacher's personality competence, the teacher should maintain a good personality, have a polite appearance, speak soft words and behave according to norms so that students can make themselves a good model; (3) Teachers must be able to open themselves to receive suggestions, input and even criticism from all parties involved in education. Teachers must establish communication and collaborative partnerships by forming school organizations, namely school committees; (4) Teachers must maintain and improve their professional competence. Teachers must reflect on their performance continuously to know the abilities they have and their abilities will increase. As a form of increasing teacher professional competence, teachers can develop themselves by participating in education, training, and seminars.

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