

## Research Article

# Profile of Post Preschool Teachers in Semarang, Reviewed from Competence Pedagogy

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**ORCID**Rasiman: <https://orcid.org/0000-0001-8692-560X>**Abstract.**

The majority of post-preschool educators in Semarang City have an educational background at the high school level, namely 806 people out of 1181 people. This causes a lack of pedagogical competence for post-pre-school teachers. The research objective is to analyze the profile of Semarang City post-pre-school educators in terms of pedagogical competence. This research uses a mix of qualitative and quantitative methodology. Data collection techniques used were documentation, questionnaires, and interviews. The participants were 88 teachers and two respondents. Research results, educator profile of pedagogical competency: from the results of the quantitative analysis, it was concluded that the majority of educators had pedagogical competence in the medium category at 77.3%, while the high category reached 12.5%, and low competence at 10.2%. These results are reinforced by qualitative analysis: educators must have the knowledge, skills, and attitude needed in the learning process; they can design and implement effective learning activities and encourage the development of young children. In addition, educators must have a strong commitment to ethical and professional standards, and best practice skills in early childhood education.

**Keywords:** post pre-school, competence, pedagogyCorresponding Author: Rasiman;  
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Knowledge E

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Selection and Peer-review under the responsibility of the ICESRE Conference Committee.

## 1. Introduction

Early childhood education is one form of implementation education that focuses on laying the foundation for growth and physical development (fine and gross motor coordination), intelligence (thinking ability, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitude and behaviour and religion) language and communication, according to the uniqueness and stages of development that early childhood goes through. Implementation objectives Pre-School is to form quality Indonesian children, namely children who grow and develop by the level its development so that their own readiness which optimal in in entering the education base as well as wade life in period maturity [1]

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One of the objectives and targets Strategic Plan Ministry of National Education 2010-2014 [2] is based on level service education and system management What is necessary to produce excellent educational services is the availability and affordability of quality Pre-School services with attention to inclusiveness in all provinces, District and city. Strategic targets to achieve these strategic goals include: (i) Qualifications for formal Pre-School educators (TK/TKLB) are expected 85% educated minimum S1/D4 And 85% certified, whereas For Educator preschool non-formal expected has trained at least 55% in 2014; (ii) In 2014 it is hoped that all children's education units age early formal apply system learning Which build character (honesty, caring, responsibility and tolerance) and fun for child [3]. The Post Pre-School is one form of service from the Unit program A similar type of Pre-School is integrated with Posyandu and Family Development Activities Toddlers (BKB). This Pre-School post is intended for people who are not yet ready to involve their children in more intensive Pre-School services, both because reason the hassle delivered, the economy, and still low awareness of her parents. This Pre-School post provides educational stimulation services for early childhood children and their parents by providing playgrounds and examples for example [4] [5].

One of the main factors that determines the quality of education is energy education. In the learning process, interaction occurs between teaching staff and students which produces output that is performance Study. Performance study student is the level of student success or a student's ability in business to do an activity learn it and learn a material lesson in school which is obtained in accordance with the the weight want to achieve from test results regarding a number of subject matter certain [6].

One of the factors that influences determining learning achievement is power education. According to Sukmadinata [7] "Power educators must know and understand students and disadvantages, obstacles faced and the dominant factors that influence them. Educators are tasked with educating each student to become more productive and also have a very important role because holding education and teaching in schools can be the factor decider the success of students. If a power educator's own insufficient readiness means that the teaching staff cannot provide performance which optimal, and tends not to be good enough for the perception of students. These teaching staff usually become negative and look down on them. So It can be said that if the competence of teaching staff is low then learning achievement will be low for students low, too on the contrary. Affective or intellectual is about attitude, interest, emotions, life values and student operations. Psychomotor skills are abilities concerning activity muscle and physique [8].

With competence power educators will generate student quality, both academically, with skills (expertise), emotional maturity, and moral and spiritual. In this way, future generations will be produced ready to live with the challenges of the times. Therefore, a figure of energy is needed for educators who have high qualifications, competence and dedication in carrying out professional duties [9]. This is also the opinion of Nurhamida [10]. Which states that power educators who have sufficient competence determine the success of achieving educational goals. So it can be concluded that the success of students depends on the competence of their teaching staff, both pedagogical competence and professional competence.

Based on the results of observing existing documents in Semarang City for 2022-2023, data was obtained on Pre-School Post teaching staff in The majority of Semarang City has an educational background at the high school level namely 806 people, then 290 undergraduate level teaching staff people, 121 Diploma level teaching staff, and Masters/S3 level a total of 10 people. This causes a lack of competence of teaching staff in learning Pre-School Semarang City, especially pedagogical competence, where cadre there are educators Not yet control knowledge education and lack of self-confidence, limited trained cadres and educated only at least high school.

Even though it is based on Regulations Minister of National Education No. 16 of 2007 concerning academic qualifications and teacher competency which states that every teaching staff is obliged to fulfill qualification academic And competence Teacher Which applies in a way national. Qualification academic Power educator or form other which equivalent must have a minimum educational qualification of diploma four (D-IV) or bachelor's degree (S1) in education (D-IV/S1) obtained from the program accredited studies. The competencies of teaching staff include: competence pedagogical, And professional [11].

With this background, it is very interesting to know the profile of Pre-School teachers in Semarang City in terms of pedagogical competence and professional competence. So this research has the following problem formulation: (1). How is profile educator preschool City Semarang reviewed from competence pedagogical? (2). How is the profile of educator post preschool City Semarang reviewed by a competent professional?

## 2. Method

In this research, the method used is method mixed methods consisting of quantitative and qualitative analysis. Use of the second combination The method is expected to be able to collect data quite valid and reliable, so that the research results are related to

the profile of post Pre-Schooleducators in the city of Semarang, in terms of pedagogical competence, are results that can be accounted for. Mixed methods research is a research design that is based on assumptions such as inquiry methods. This method assumes that it shows direction or gives instruction about how to collect and analyze data and the combination of approaches quantitative and qualitative through several phases of process research [12].

Instrument in study This consists of the instrument main and instrument supporters. The instrument main is the researchers themselves, this is in accordance with the characteristics of qualitative research. Meanwhile \_ instrument supporters in study this qualitative observation sheet and interview guide. The quantitative research instrument is a questionnaire. Based on research problems related to the pos Pre-School educator profile Semarang City in terms of pedagogical competence, the variable that will be studied in this research is the competency of special educators covering competence pedagogy. The instruments that will be used in this research include instruments for data quantitative form questionnaire which serves questions Which related to pedagogical competence and uses a Likert scale. The instruments for qualitative data in the form of interview guides and observation sheets to determine pedagogical competence [13] [14].

The subject study is the source's main study which has data regarding the variables studied. To determine the research subjects, this research uses simple random Sampling is a method of drawing from a population or universe in a certain way so that every member of the population or universe has the same opportunity For selected or taken [15]. The number of samples taken was 88 workers post Pre-School educator at Semarang City which comes from 1181 educators. Calculation of sampling using the Slovin formula [16] with a degree of trust as big as 10%.

Technical data analysis on study This uses multi-method analysis that is combined between quantitative data analysis and qualitative. Quantitative data analysis using statistics descriptive between other: presentation data through tables, frequency distribution, calculations tendency central, and the mean difference test, namely the t-test or t-test'[17]. Meanwhile, qualitative data analysis goes through the stages of data reduction, data description, conclusion drawing, and data validity.

### 3. Result and Discussion

### 3.1. Quantitative Data Analysis Competence Pedagogy

Value data competence pedagogy power post Pre-School educators in Semarang City were obtained from the results of a questionnaire that was distributed via the Google Form application [https://bit.ly/spreadsheet\\_kuesioner](https://bit.ly/spreadsheet_kuesioner) . There are 21 statement items on the pedagogical questionnaire. Based on research data, the pedagogical competency value of Semarang City Pre-School Post educators was obtained: Average (mean) = 79.2, highest value = 100, and lowest value = 44.

If the data obtained from the questionnaire teacher competency and so on shared become three ability criteria that are high, medium, and low, then it is obtained as in Tabel. 1. following:

TABLE 1: Distribution frequency criteria competence pedagogy.

Criteria	Intervals	Frequency Percentage
Low	$X < 69.25$	10.2%
Medium	$69.25 \leq X < 89.15$	68 77.3%
High	$89.25 \leq X < 100$	12.5%
<b>Total</b>	88	

From Table 1, it appears that the pedagogical competence of pre-school teachers in Semarang City is still predominantly medium criteria, namely 77.2%, while those with high competence are only 12.5% and those with low competence are 10.2%.

From 88 respondents, if you look at the scoring criteria as high and low, a combination of pedagogical-professional competencies is obtained as in Table 2.:

TABLE 2: Classification criteria scoring high and low.

Criteria	Total	Percentage
Pedagogy High-Professional High	10	11.36%
Pedagogy High-Professional Low	20	22.73%
Pedagogy Low - Professional High	28	31.82%
Pedagogy Low - Professional Low	30	34.09%
<b>Total</b>	88	

From Table 2, above, it appears that the group that has high pedagogical competence and high professional competence is relatively small, namely 11.36%, while the group that has low pedagogical competence and low professional competence is relatively large, namely 34.09%.

### 3.2. Analysis Qualitative Data Competence Pedagogy

Qualitative data analysis in the study was obtained through observation, interview and documentation. Following analysis of qualitative ability teacher pedagogy and ability teacher professional. Respondents interviewed i \_ taken 2 respondents namely: respondent 1 (R1 ) who has high pedagogical competence. Respondent 2 (R2) has low pedagogical competence.

The following is an excerpt from an interview regarding pedagogical competence with Respondent 1.

*Q: In your opinion, why do teachers need to understand the psychology of student development?*

*R1: Every child has different characteristics, and therefore, teachers need to know these characteristics to be able to determine the most effective way to explain a concept or material.*

*P: What do you do to create effective and efficient learning?*

*R1: Create effective and efficient learning by ensuring that children feel happy and happy in learning. It is also necessary to emphasize the importance of providing enjoyable learning experiences for children, and if children feel burdened and pressured, then learning will not be effective.*

Based on excerpts from interviews with R1, it can be analyzed that respondent R1 shows that understanding the psychology of student development is an important factor in improving the quality of learning in PRE-SCHOOL. To design learning strategies, information is needed about the students' environment, in addition, teachers must create effective and efficient learning.

The following is an excerpt from an interview regarding pedagogical competence with Respondent 2.

*Q: In your opinion, why do teachers need to understand the psychology of student development?*

*R2: Respondents stated that teachers are required to know about children's problems and children's character, but did not provide a more in-depth explanation of how knowledge of developmental psychology can help teachers in dealing with these problems*

*P: What do you do to create effective and efficient learning?*

*R2: Respondents acknowledged difficulties in creating effective and efficient learning. Respondents stated that teachers are often required to provide a lot of material*

*to students, and there are technical obstacles such as problems with computers that can hinder learning efficiency.*

Based on excerpts from interviews with R2, it can be analyzed that respondent R2 indicates that respondents need more support and training in developing their pedagogical and professional competencies.

The results of this research show that post Pre-School educators in Semarang City have a low pedagogical competence of 10.2% and a high competence of 12.5%. This means that moderate pedagogical competence is dominant, but low and high pedagogical competence is not much different. These results indicate that there is still a large proportion of post-Pre-School educators in Semarang City who have low pedagogical competency criteria, which can have an impact on the quality of the Post Pre-School education produced. Low pedagogical competence can affect educators' ability to design, implement and evaluate learning in the post Pre-School environment. In addition, pedagogical competence is the knowledge, skills and abilities that an educator must have to design and implement effective learning activities that encourage the overall development of early childhood. The results of this research support the research results of Sum and Taran [18] which show that the academic qualifications of a Pre-School teacher influence the teacher's ability, knowledge and understanding of students. Teachers who have good pedagogical competence have the ability to prepare enjoyable learning plans and understand the importance of preparing learning plans.

The results of this quantitative research were confirmed by the results of qualitative research that showed that respondents who had a high pedagogical category found that teachers must understand the psychology of student development because each child has different characteristics so the way they explain the material and provide the right approach will also be different. Teachers must also pay attention to children's emotional conditions because pressure and stress can affect children's ability to learn. By providing support and encouragement, children can feel more motivated to learn and improve their abilities.

Meanwhile, it was found that respondents who had a low pedagogical category did not understand how to develop effective learning plans. Developing a learning plan is an important task for a teacher to achieve the desired learning goals. Before carrying out the learning, they only copied from other teachers according to the theme, the techniques and procedures were not yet used. Besides that, respondents are not yet accustomed to using learning media. Before carrying out the learning, all he did was copy and paste the techniques and procedures he was not accustomed to using. Besides that, respondents are not yet accustomed to using learning media. This

strengthens the theory presented by Ferdinal Lafendry [19], which states that if teacher understanding is low, then this will impact the quality of preschool learning carried out by teachers in preschool institutions.

## 4. Conclusion

Based on quantitative analysis, it was concluded that the Post Pre-School educators in Semarang City showed that the majority still had pedagogical competence in the medium category, although it was not dominant because teachers with high pedagogical competence reaching 12.5% still had a proportion that was not much different from teachers with low pedagogical competence, namely as many as 10.2%. The results of the qualitative analysis concluded that the profile of educators seen from the perspective of pedagogical competence highlights the important role of educators in shaping children's future. By having the necessary knowledge, skills and attitudes, they can design and implement effective learning activities that promote the overall development of young children and maintain high ethical and professional standards in the field of early childhood education.

## Acknowledgements

These results are reinforced by qualitative analysis: educators must have the knowledge, skills and attitudes needed in the learning process, they can design and implement effective learning activities and encourage the development of young children. In addition, educators must have a strong commitment to ethical and professional standards, and best practice skills in early childhood education.

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