

# TEACHERS' ACADEMIC QUALIFICATIONS AND THEIR LEVELS OF PROFICIENCY ON THE ESSENTIAL TEACHING SKILLS: A SURVEY STUDY AMONG TEACHERS OF EARLY CHILDHOOD EDUCATION PROGRAMS

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## ABSTRACT

*This paper reports on a study which aims at describing the levels of teaching proficiency among the ECCE (Early Childhood Center Education) teachers based on their essential teaching skills in preparing lesson plans, carrying out teaching and learning activities, and assessing learning. This study involved ECCE teachers having a linear educational background (i.e., a bachelor's degree in early childhood education) and those having a non-linear educational background (i.e., a non a bachelor's degree in early childhood education). This study is descriptive quantitative in nature employing a survey design. There were 170 ECCE teachers in Sawahan, Nganjuk, East Java participating in this study. Of these participants, 120 had a linear educational background and 50 had a non-linear educational background. The research data were collected using a questionnaire with 30 questions. The results of the study showed that among the teachers involved in the study, 85.88% could be said to be very proficient, 2.94% could be said to be proficient, 8.82% teachers could be said to be less proficient and 2.36% of the teachers could be said to be not proficient. There is no difference in the levels of teaching proficiency between teachers who have linear and non-linear educational background because teachers who do not have linear educational background have got competency enrichment opportunities through teacher trainings, seminars, sharing knowledges with colleagues, and practices in ECCE teacher organizations.*

**Key Words:** Educational linearity, teaching competencies, ECCE Teachers

## INTRODUCTION

Education enables individuals to enhance their skills and discover themselves to become better people. Education begins with family or informal education; informal education serves as the foundation for children's development of religious values and standards in preparation for preschool education. A preschool is a form of education known as early childhood education (in Indonesian it is called *Pendidikan Anak Usia Dini* or abbreviated as *PAUD*). Early childhood education is a coaching initiative intended for children between the ages of birth and six. During this period, children are growing their potential and require a stimulus or treatment that can stimulate and aid their development in accordance with the stages of child development. Early childhood education plays a crucial role in educating and assisting children, as well as caring for and stimulating their growth. In the sphere of education, particularly early childhood education, the need to provide more proficient services is growing in significance (Marienda, 2015). An educator or a teacher is an integral part of the learning process in an early childhood education program. Teachers play a crucial role in the learning process by establishing and achieving appropriate educational objectives for their students. Teachers must be able to execute the learning process to generate or even attain appropriate educational goals. In accordance with Article 14 of the Constitution of the Republic of Indonesia enacted in 2005, educators must hold a bachelor's degree or a four-diploma certificate (in Indonesian it is commonly called *sertifikat Diploma-4* or *D-4* certificate) to practice their profession. These

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prerequisites provide the foundation for supporting an educator's skills and knowledge. It is believed that teachers with a linear educational background (having a bachelor's degree in *PAUD* or a *D-4* certificate) can carry out their responsibilities in teaching young children properly. Regulation number 137 of 2014 issued by the Minister of Education and Culture about national standards for early childhood education programs further states the following requirements for early childhood education teachers: (a) having a bachelor's degree or a *D-4* certificate in early childhood education from an accredited study program, or (b) having a relevant bachelor's degree or a *D-4* certificate in psychology from an accredited study program, and a teacher proficient development certificate in an early childhood education from an accredited university. Teachers of early childhood education programs are expected to have teaching skills, be able to construct lesson plans, generate learning media, implement teaching-learning activities with appropriate techniques, analyze and evaluate children's learning outcomes, and create learning media. Teachers who are competent in their field can achieve the set educational objectives (Nurjan, 2015).

The reality in the field shows that in Sawahan, Nganjuk, there are ECCE teachers who have a linear educational background (i.e., a bachelor's degree in early childhood education) and those having a non-linear educational background (i.e., a non a bachelor's degree in early childhood education). In addition, there are still early childhood education programs employing instructors who do not meet the national standards. These instructors are teaching the children in the programs there. Teachers who do not meet these national standards are due to several factors, namely: (1) a low economic level, which does not allow teachers to continue their education, (2) low awareness on the part of the teachers to improve their competence, and (3) institutional leaders who allow these teachers to continue teaching.

Some previous related studies revealed that teachers who do not meet the national standard are not able to carry out their responsibilities, namely carrying out their duties properly, optimally, and on target. Teachers having a lack of scientific resources will have an influence on the learning process as follows: (1) as a result of a lack of preparation in teaching, the material in the daily learning implementation plan is not in accordance with what is expected, preventing the proper direction of the learning process; (2) less interesting learning activities result in boredom and a lack of children's interest in the material provided; and (3) learning objectives are not achieved optimally.

In addition, the learning activities are not in accordance with the learning implementation plan, appropriate media and methods are not used in learning activities, and instructors cannot evaluate student learning outcomes. In learning activities, children are less motivated to learn, do not pay attention when the teacher delivers the material, play or converse with their peers, and often ask permission to leave the session. Learning activities do not run efficiently because of the way children behave. This is caused by teachers who are unable to carry out their responsibilities in a proficient manner. As a result, the six components of child growth and development are not achieved, and learning objectives are not implemented. In accordance with the theory, credentials can demonstrate the proficient competence of a teacher, especially in the areas of planning, implementing, and evaluating learning, as well as the capacity to build learning systems (Hamza, 2017); This statement needs to be understood by teachers so that they can improve their proficient competence.

The present study focused on describing the teaching proficiency among the teachers who have a linear early childhood educational background and those who have a non-linear educational background, specifically to determine the levels of proficiency on the essential teaching skills in preparing lesson plans, carrying out teaching and learning activities, and assessing learning. The results of the study are expected to highlight the significance of teacher competence in early childhood education, thus giving encouragement to teachers to improve their competence and meet the government requirements for those involved in early childhood education.

## LITERATURE REVIEW

Early childhood, the "golden years", is an important period in a child's development. According to NAEYC (National Association for the Education of Young Children), early childhood is defined as children who are in the age range of 0–8 years (Suryana and Mahyudin, 2014). At this age, there needs to be stimulation provided by the teacher. The stimulation that is required is in six areas of development: language, cognitive, religious moral values, art, physical motor, and social emotions. These six aspects of development can be stimulated by teachers who are experts in the field of early childhood education. In this case, a teacher must understand and carry out his responsibilities properly so that early childhood education can be carried out as intended. In order to create or even achieve the right educational goals, teachers are required to have the ability to organize the learning process as well as possible. The ability to carry out the learning process requires the teacher to have the capability to do work that is based on expertise and knowledge and is supported by the work attitude demanded by the job (Wibowo, 2017). This condition is stated in the Law of the Republic of Indonesia No. 14 of 2005 concerning educators, namely that an educator must have academic competence obtained through undergraduate (S1) and/or diploma-level (D4) tertiary programs. These requirements form the basis for supporting the skills and knowledge that should be possessed by teachers. In fact, teachers who can carry out tasks according to the field of knowledge being studied are those with linear education and diplomas, so that the assistance provided is appropriate. According to Majid (2018), there must be a standard for measuring an educator's competence, which can be interpreted as a measure that is consistent or has become a requirement in mastering knowledge and distinguishes like an educator to hold a position based on aspects of work, qualifications, and level of education. The requirements for education make no exception for early childhood education (*PAUD*). As *PAUD* educators, most of them also have the same qualifications as described above regarding skills and knowledge about early childhood (*AUD*), and this is also supported by teachers of linear education. The linearity in question is the attachment between the field of study and the S1/D-4 certificate that is in accordance with the field of study being studied. Educators, in this case competition teachers, demonstrate competence and skills in their fields.

According to Mubarak (2017), the linearity of study is straight, the same as one's scientific discipline studies in studying at universities, be it undergraduate, master's, or doctoral. The keyword "linearity" is in the discipline field. The aim is to organize Indonesian HR scholarship so that it is more organized, not complicated, so that there is clarity of expertise in what field they are involved in. The suitability of the educator certificates and the subjects taught by the teacher is defined as educational linearity for certified educators. The comparability of degrees or majors with the courses taught in accordance with what the instructor teaches at school is known as linearity (Riyanto, 2016). Since linear educators typically possess greater competence, their performance of their duties as educators is more proficient (Kistoro, 2019). Therefore, it is essential for a teacher to have linearity qualifications in order to support the viability and quality of each educator, and the teaching process will be enhanced if the teacher has a linear educational academic qualification in accordance with the field of science and expertise at the location of instruction. The educational background of teachers in early childhood education programs influences the quality of teaching and learning activities (*KBM*) in the classroom, according to research conducted by (Fitriya, 2014). Linearity intends to produce Human Resources (HR) specialists in Indonesia in a certain field. As with early childhood educators whose teaching targets are children in their formative years, this means that early childhood educators can achieve a comprehensive depth of study on early childhood development that underpins all early childhood education practices so that the provision of services to children must be in accordance with the provisions so that the aspects of development that exist in each child can be maximized. As a result, the learning process will be improved if the instructor has an educational background that is parallel to the subjects being taught or aligned with the scientific disciplines held, because the quality of the teacher also

influences the level of learning success (Dalyono, 2015). Qualified teaching personnel are instructors with academic credentials (Amiruddin, 2018). As a result, the government aims to raise the level of proficient teachers by requiring them to fulfill the required qualification criteria in line with their existing educational backgrounds through lectures delivered through higher education.

## RESEARCH METHODS

The current study is descriptive quantitative in nature, in which the researcher employed survey research design. The research instrument, an online questionnaire, was used to collect data and was filled out by 170 teachers of early childhood education programs in Sawahan, Nganjuk. Out of these 170 teachers, 120 have a bachelor's degree in the early childhood education program (linear), and 50 have a bachelor's degree in other programs, such as Senior High School, Vocational High School and S1 with other fields of knowledge Table 1 indicates the demography of the research participants.

Table 1. Demography of Research Participants

| Education                        | Quantity | Percentage |
|----------------------------------|----------|------------|
| High school                      | 21       | 12.3 %     |
| D1                               | 1        | 0.6 %      |
| D2                               | 4        | 2.4 %      |
| D3                               | 1        | 0.6 %      |
| S1 Early Childhood Education     | 120      | 70.6 %     |
| S1 Non Early Childhood Education | 21       | 12.3 %     |
| S2 Early Childhood Education     | 2        | 1.2 %      |

Based on Table 1, among 170 participants. 21 teachers had high school education; 1 teacher had *D1* education; 4 teachers had *D2* education; 1 teacher had *D3* education; and 120 teachers had Bachelor's degree in early childhood education, 21 teachers had bachelor's degree in non-early childhood teacher education, and 2 teachers had master's degree in early childhood teacher education.

These 170 teachers responded to the stated questions in the questionnaire. The questionnaire comprised thirty items with three categories: (a) the competency to construct lesson plans: 10 items, (b) the competency to carry out learning: 10 items, and (c) the competency to evaluate learning: 10 items. The questionnaire used a *Likert* scale, ranging from a score of 4 for *strongly agreeing*, a score of 3 for *agreeing*, a score of 2 for *disagreeing*, and a score of 1 for *strongly disagreeing*.

The formula proposed by Arikunto (2016) below was used to determine the percentage of the participants' responses, namely:

$$P = \frac{F}{N} \times 100 \%$$

P = Amount of percentage  
 F = The total score obtained by all items  
 N = The total number of items responded

The criteria for determining the levels of proficiency used in the data analysis is based on the score interval derived from Arikunto's (2019): Very Proficient, Proficient, Less Proficient, and Not Proficient (Table 2).

Table 2. Levels of Teachers' Proficiency on Essential Teaching Skills

| No. | Score Range            | Levels          |
|-----|------------------------|-----------------|
| 1   | $X < 55.00$            | Not Proficient  |
| 2   | $56.00 \leq X < 70.00$ | Less Proficient |
| 3   | $71.00 \leq X < 85.00$ | Proficient      |
| 4   | $X \geq 86.00$         | Very Proficient |

## FINDINGS AND DISCUSSION

Academic qualifications are determined not just by a teacher's level of education, but also by the relevance of their educational background to the subjects they teach. These credentials can demonstrate a teacher's proficient competence, particularly in the areas of planning, implementing, and assessing learning, as well as the capacity to build learning systems (Hamza, 2017). Because this is how the success of early childhood education can be judged, the graduation requirements for kindergarten teachers are minimal. Therefore, it is expected that teachers of early childhood education program will be able to give adequate stimulation and learning for their students, so that kids can grow and develop in accordance with their age level and continue their education. A teacher should have academic qualifications and competencies connected to their duties and obligations in order to perform their job effectively. It is assumed that a teacher with these degrees and skills will become a proficient educator and teacher. Qualified teaching personnels are instructors with academic credentials (Amiruddin, 2018). As a result, the government aims to raise the level of proficient teachers by requiring them to fulfill the required qualification criteria in line with their existing educational basic through lectures delivered through higher education.

### Levels of Teachers' Proficiency in Developing Lesson Plans

Based on the result of the study, 153 (90%) out of 170 the ECCE teachers in Sawahan, Nganjuk, East Java were very proficient in preparing lesson plans, while 14 teachers (8.2%) were proficient. In addition, there were 3 (1.8%) ECCE teachers who were less proficient, and surprisingly none of them were not proficient. Based on these results, it is considered that the majority of ECCE teachers were able to prepare lesson plans proficiently. Table 3 presents early childhood teachers' levels of proficiency in developing lesson plans.

**Table 3. Teachers' Levels of Proficiency in Developing Lesson Plans**

| Category        | Frequency | Percentage |
|-----------------|-----------|------------|
| Not Proficient  | 0         | .0         |
| Less Proficient | 3         | 1.8        |
| Proficient      | 14        | 8.2        |
| Very Proficient | 153       | 90.0       |
| Total           | 170       | 100.0      |

Based on Table 3, thus there is no need to develop teachers' skills in preparing lesson plans because the majority of teachers in Sawahan can be said to be very proficient in preparing lesson plans. Based on the questionnaire, it can be seen that most teachers can prepare lesson plans in accordance with the 2013 PAUD curriculum guidelines. The 2013 PAUD curriculum that must be prepared by the teachers is an annual program that is prepared once a year, a semester program that is prepared for one semester, a weekly lesson plan that is prepared once a week, and a daily lesson plan that is prepared every day. The PAUD teachers will develop a lesson plan together with the teachers in one institution according to the needs of the children and adapt it to the school environment. The result of the study meets the recommendation that teachers of early childhood education programs are expected to have teaching skills, be able to construct lesson plans, generate learning media, implement teaching-learning activities with appropriate techniques, analyze and evaluate children's learning outcomes, and create learning media. Teachers who are competent in their field can achieve the set educational objectives (Nurjan, 2015). This is different from the result of the study conducted by Endang Kurniawati (2018) about kindergarten teachers professionalism in early childhood learning in Bandar Sribhawono, East Lampung Regency". The study revealed the existing problem that many kindergarten teachers were not good in planning, implementing and evaluating learning. The problem was caused by a lack of support for academic qualifications,

and teaching experiences. This is because the majority of teachers involved in the study did not all get the opportunity to attend training.

### Levels of Teachers' Proficiency in Facilitating Learning Activities

Based on Table 4, 132 (77.6%) out of 170 ECCE teachers in Sawahan, Nganjuk had excellent proficiency in facilitating learning, 36 teachers (21.2%) had proficient abilities, 2 teachers (1.2%) were less proficient and none was not proficient. Based on these findings, it is concluded that the majority of ECCE teachers in Sawahan, Nganjuk were very proficient in their teaching skills.

**Table 4. Teachers' Levels of Proficiency in Implementing Learning Activities**

| Category        | Frequency | Percent |
|-----------------|-----------|---------|
| Less Proficient | 2         | 1.2     |
| Proficient      | 36        | 21.2    |
| Very Proficient | 132       | 77.6    |
| Total           | 170       | 100.0   |

As the theory of early childhood education suggests, early childhood education plays a crucial role in educating and assisting children, as well as caring for and stimulating their growth. In the sphere of education, particularly early childhood education, the need to provide more proficient services is growing in significance (Marienda, 2015) and the ability to carry out the learning process requires the teachers to have capability to do the work which is aligned with the expertise and knowledge (Wibowo, 2017). The result of the present study is, however, different from the result of the study conducted by Yuslam (2017), about the competency of PAUD teachers with academic qualifications of PG-PAUD and Non PG-PAUD Bachelors at PAUD Istiqomah Sambas Purbalingga, revealing that the teachers who had competency of S1 PG-PAUD appeared to have sufficient understanding of the development of children. It is different from the teachers with non PG-PAUD educational background who did not understand the developmental stage of children. The differences also appear in the case of mastering materials, making lesson plans and learning evaluation. This is due to the fact that non-early childhood teachers do not receive career counseling, do not have training programs, and do not share their knowledge with their colleagues.

In carrying out teaching-learning activities teachers are encouraged to be able to select appropriate methods or deliver learning materials, given that there are several learning methods in PAUD that must be adapted to the material to be delivered by the teacher. In addition to having skills in carrying out teaching-learning activities, teachers should also have creativities in carrying out activities so that students are interested in the activities and materials presented and the learning objectives can be achieved. In general the implementation of ECCE teaching-learning activities is led by 2 teachers in 1 class, with a teacher-student ratio of 15 students and 2 teachers. One core teacher and 1 companion teacher are assigned to 1 class. The core teacher is in charge of leading the entire implementation of learning whereas the companion teacher is in charge of helping and assisting students. The majority of ECCE teachers in Sawahan, Nganjuk have carried out this task well.

### Levels of Teachers' Proficiency in Conducting Evaluation of Learning

Based on Table 5, the majority of the teachers, 137 (80.6%) out of 170 ECCE teachers in Sawahan were considered to have high proficiency in evaluating student learning. Twenty eight teachers (16.5%) were considered proficient, only one teacher (0.6%) was less proficient, and 4 teachers (2.4%) were not proficient.

Therefore, it is safe to conclude that the majority of ECCE teachers in Sawahan were very proficient in evaluating student learning.

**Table 5. Teachers' Levels of Proficiency in Conducting Evaluation of Learning**

| Category        | Frequency | Percentage |
|-----------------|-----------|------------|
| Not proficient  | 4         | 2.4        |
| Less Proficient | 1         | .6         |
| Proficient      | 28        | 16.5       |
| Very Proficient | 137       | 80.6       |
| Total           | 170       | 100.0      |

Based on Table 5 it can be said that the majority of ECCE teachers are able to evaluate learning activities properly according to the guideline of the ECCE assessment and evaluation. Through evaluation, the teacher can assess every student's development, find out whether the activity process is going well, and know whether the learning objectives have been achieved. The teacher's evaluation can measure the success of the activities carried out, and the teacher can follow up if the learning activities are not going well and the learning objectives are not achieved. Each teacher evaluates student learning process and achievement by looking at the overall activities that have been completed. The majority of teachers in Sawahan, Nganjuk have carried out learning evaluations proficiently.

The theory says that principally the learning process will improve if the instructor has an educational background that is parallel to the subjects being taught or aligned with the scientific disciplines held, because the quality of teacher also influences the level of learning success (Dalyono, 2015). Teachers who have an educational background in early childhood education can carry out evaluation activities, including having the competence to plan and design evaluation programs, develop evaluation programs, implement evaluation programs, and evaluate evaluation programs (Nugraha, 2016).

From the results of the research, it can be concluded that ECCE teachers participated in this research can be considered proficient in carrying out learning activities beginning with lesson plan preparation, implementation of learning, and evaluation of learning. The majority of them are very competent in preparing lesson-planning skills. These skills cover the ability of producing lesson plans based on the curriculum, choosing appropriate themes and sub-themes, and determining media and playing activities.

Based on the overall results of the study there were 170 teachers classified into 2 groups: Group A teachers had educational qualifications for PAUD teachers (120 teachers); and Group B teachers who did not have PAUD teacher education qualifications, totaling 50 teachers. It can be seen that teachers who have educational qualifications and those who did not have educational qualifications have almost the same essential teaching competencies (see Table 6).

**Table 6. Teachers' Levels of Proficiency on Essential Teaching Skills**

| Group                       | Very Proficient |               | Proficient |              | Less Proficient |              | Not Proficient |              |
|-----------------------------|-----------------|---------------|------------|--------------|-----------------|--------------|----------------|--------------|
|                             | Count           | Percentage    | Count      | Percentage   | Count           | Percentage   | Count          | Percentage   |
| <b>A<br/>(120 teachers)</b> | 120             | 100%          | 0          | -            | 0               | -            | 0              | -            |
| <b>B<br/>(50 teachers)</b>  | 26              | 40%           | 5          | 10%          | 15              | 44%          | 4              | 8%           |
| <b>Total</b>                |                 | <b>85.88%</b> |            | <b>2.94%</b> |                 | <b>8.82%</b> |                | <b>2.36%</b> |

From these data, it can be concluded that the level of proficiency of group A teachers who had early childhood undergraduate educational qualifications is 100% very proficient and the level of proficiency of group

B teachers who did not have childhood undergraduate educational qualifications is 40% very proficient, 10% proficient, 44% less proficient, and 8% not proficient. Furthermore, among the total of 170 ECCE teachers, 85.88% were very proficient, 2.94% were proficient, 8.82% less proficient, and 2.36% not proficient. Both group A and group B teachers have almost the same level of proficiency on essential teaching skills. It is just that *PAUD* teachers who do not have a linear education have attended various trainings, seminars, and discussions with colleagues or *PAUD* teacher organizations related to carrying out their duties.

The findings of the present study shows that the teachers can carry out the learning process, which consists of three main activities: opening or preliminary activities, core activities, and closing or closing activities. Teachers are able to carry out these three activities in accordance with the characteristics of early childhood learning, so the proficiency of ECCE teachers in carrying out learning is considered high. Similar results were found by Mashuri's study (2017), that in the implementation of learning, educators must demonstrate the following skills: the ability to open lessons, the ability to master lessons, the ability to give explanations, the ability to use learning methods and learning media, the ability to ask and respond to student responses, and the ability to involve students in the learning process. Finally, regarding the levels of teacher proficiency in conducting learning evaluation activities, the majority of ECCE teachers in Sawahan, Nganjuk can be said to be very proficient.

## CONCLUSION AND SUGGESTIONS

Based on the findings of the present study, conclusions can be drawn. The ECCE teachers in Sawahan, Nganjuk as evidenced by questionnaire results, have the ability to prepare lesson plans, carry out learning, and evaluate learning. There are 120 ECCE teachers who have educational qualification linearity and 50 ECCE teachers who do not have educational qualification linearity out of a total of 170 ECCE teachers. All the ECCE teachers exhibit high level of proficiency on essential learning skills, namely 85.88% of ECCE teachers can be said to be very proficient, 2.94% can be said to be proficient, 8.82% can be said to be less proficient and 2.36% can be said to be not proficient. This shows that the ECCE teachers in Sawahan, Nganjuk are already proficient in carrying out their duties and responsibilities as ECCE teachers. Commonly, teachers who do not yet have educational qualification are less capable of carrying out their duties and responsibilities as teachers, but this is quite different because 50 ECCE teachers who do not have educational qualifications as ECCE teachers can still carry out their duties and responsibilities. It is because they received training and had experiences as *PAUD* teachers. This study suggests, among other things, that institutions always continue to pay attention to and facilitate ECCE teachers who are or are not yet proficient such as assisting teachers in obtaining training to improve their competencies in order to enhance their teaching skills. Teachers with non-ECCE teacher education or non-linear education must actively seek information to improve their teaching competence and overcome deficiencies in their ability to carry out the responsibilities of an ECCE teacher by seeking information and learning from colleagues who are already proficient in carrying out their duties and responsibilities as teachers.

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## APPENDIX

### QUESTIONNAIRE

#### ECCE (Early Childhood Center Education) Teachers' Teaching Proficiency in Sawahan, Nganjuk, East Java

##### Instruction:

1. This questionnaire contains 30 statements, consisting of 10 questions related to lesson planning, 10 questions related to the implementation of learning, and 10 questions related to learning evaluation.
2. Put a checkmark (✓) on the answer that you think is the most appropriate and most suitable for you.
3. Each question has no right or wrong answer, so as much as possible, you choose the most appropriate answer and the one that best suits you.
4. The answers you give are guaranteed to be confidential. Your answer contains very meaningful information; therefore, the completeness of filling out the questionnaire and honesty in answering the questions the researcher hopes for. *Do each question carefully and don't miss any questions.*
5. Thank you very much for taking the time and being willing to provide answers to the questionnaire that has been provided.

##### Description of the answer choices:

1. = Strongly Disagree (SD)
2. = Disagree (D)
3. = Agree (A)
4. = Strongly Agree (SA)

##### A. Lesson planning questionnaire questions:

| No | Statements  | SD | D | A | SA |
|----|---|----|---|---|----|
| 1  | I develop lesson plans to support learning activities carried out in ECCE institutions.   |    |   |   |    |
| 2  | I arrange ECCE lesson plans by adjusting the environment around the child.  |    |   |   |    |
| 3  | I always prepare a lesson plan before teaching for guidelines and references when teaching.   |    |   |   |    |
| 4  | I prepare a lesson plan that refers to government regulations 137 and 146.  |    |   |   |    |
| 5  | I am an early childhood educator who is in charge of educating children aged 0-6 years.   |    |   |   |    |
| 6  | I arrange learning according to the themes in PAUD, namely 11 themes consisting of 5 themes in semester 1 and 6 themes in semester 2.   |    |   |   |    |
| 7  | I chose the sub-theme that is closest to the child, so it's easier to understand  |    |   |   |    |
| 8  | I arrange lessons with attention to the Standards for Child Development Achievement Levels (SCDAL), so that the lesson plan can be in accordance with the level of achievement of child development in each age group |    |   |   |    |
| 9  | I prepare a lesson plan by paying attention to Core Competencies (CC) and Basic Competencies (BC) because CC and BC are the main parts in preparing lesson plans for PAUD   |    |   |   |    |
| 10 | I prepare a lesson plan that includes 4 Core Competencies (CC), namely spiritual attitudes, social attitudes, knowledge and skills.   |    |   |   |    |

##### B. Questionnaire implementation of learning:

| No | Statement   | SD | D | A | SA |
|----|---|----|---|---|----|
| 1  | I carry out learning activities in ECCE properly according to the lesson plan that has been prepared. |    |   |   |    |
| 2  | I carry out learning activities in ECCE according to themes, sub-themes and sub-sub-themes.           |    |   |   |    |
| 3  | I carry out the opening, core and closing activities well.  |    |   |   |    |

|    |   |  |  |  |  |
|----|---|--|--|--|--|
| 4  | I stimulate 6 aspects that needed to be developed, these 6 aspects consist of Religious and Moral Values, Physical Motoric, Cognitive, Language, Social Emotional, and Art. |  |  |  |  |
| 5  | I stimulate 6 aspects of development in daily activities.   |  |  |  |  |
| 6  | I carry out different activities for each child's age group, according to the developmental achievements of the child's age.  |  |  |  |  |
| 7  | I carry out learning activities using interesting media.  |  |  |  |  |
| 8  | I carry out learning activities using only Student Worksheets.  |  |  |  |  |
| 9  | I make learning media according to the sub-theme to be taught.  |  |  |  |  |
| 10 | I always carry out learning by doing direct practice.   |  |  |  |  |

**C. Learning evaluation questionnaire questions:**

| No | Statements  | SD | D | A | SA |
|----|---|----|---|---|----|
| 1  | I do assessments from when the child arrives at school until the child leaves school.   |    |   |   |    |
| 2  | I make an objective assessment of the abilities of each child.  |    |   |   |    |
| 3  | I did an assessment of 6 aspects of development carried out by children.  |    |   |   |    |
| 4  | I do assessments every day, to see the developmental stages of each child.  |    |   |   |    |
| 5  | I carry out 3 types of assessment including the assessment of anecdotes, checklists and works.  |    |   |   |    |
| 6  | I conduct anecdotal assessments by observing and recording positive and negative (incidental) events carried out by children  |    |   |   |    |
| 7  | I carry out a checklist assessment to measure aspects of children's development according to their developmental stages, which I also used to assess and evaluate the results of children's learning development. |    |   |   |    |
| 8  | I do an assessment of the work to see how far the child's ability is in doing each task given by the teacher and measure the level of development and ability of the child.                                       |    |   |   |    |
| 9  | I conduct periodic, incentive, meaningful, thorough, and ongoing assessments.   |    |   |   |    |
| 10 | I make systematic, reliable and consistent assessments  |    |   |   |    |