

Overview of Pedagogic Competence in Mastering PAUD Learning Methods at TKQ Matlul Khoir

Naila Lutfiyatul¹, Rika Purnamasari²

^{1,2} Early Childhood Islamic Education Study Program, STAI DR.KH. EZ Muttaqien

Email: nailalutfiyatul@gmail.com, Rikapurnamasari057@gmail.com

ABSTRACT

This study aims to describe the pedagogical competence of teachers in mastering early childhood education (ECE) teaching methods at TKQ Matlul Khoir. Pedagogical competence is an essential aspect that teachers must possess to plan, implement, and evaluate an effective learning process that aligns with the characteristics of young children. This research uses a descriptive qualitative approach and collects data through observation and interviews with one of the teachers. The results of this study show that the pedagogical competence of teachers at TKQ Matlul Khoir is significantly good. They have implemented various teaching methods, such as learning through play, storytelling, singing, and project-based learning. However, there are some challenges that need to be addressed, such as limited learning aids and the diversity of children's characteristics in one class. To improve competence, continuous learning evaluations are held, as well as participation in seminars and training related to early childhood education. Thus, the application of good pedagogical competence is expected to support the optimal development of young children at TKQ Matlul Khoir.

Keywords: Pedagogical Competence, Teaching Methods, Early Childhood Education

A. INTRODUCTION

Early Childhood Education (ECE) is a very significant and important stage in the complex process of forming and developing a child's character, cognitive abilities, social interactions, and emotional growth. Throughout this formative period, children embark on a journey to refine and grow a myriad of basic skills and potentials that will ultimately influence and shape their personality as they grow older. Therefore, it is imperative to realize that the overall quality and effectiveness of early childhood education is highly dependent on teachers' proficiency and competence in effectively managing and guiding the learning process that is tailored to align with the unique characteristics and developmental needs of each child. According to Piaget's (1972) insights, it is articulated that young children exist in different stages of cognitive development which necessitates the application of real and concrete learning approaches specifically designed to optimally engage and stimulate their cognitive thinking processes. The impact of effective early childhood education is profound, as it plays a critical role in shaping children's aptitude to absorb and assimilate knowledge and skills that will be critical to their success in later stages of education.

The role that teachers play is undeniably important in determining the overall success and efficacy of early childhood education, especially when it comes to their pedagogical competence and ability to facilitate learning experiences. Pedagogical competence can be defined as the capacity of teachers to carefully plan, implement and evaluate learning

processes that are appropriate to the distinctive characteristics and developmental needs of young children (Depdiknas, 2007). Teachers who have a high level of pedagogical competence are able to foster and create learning environments conducive to maximizing children's developmental trajectories and potential. As dedicated educators, it is essential for ECE teachers to have a comprehensive and broad understanding of various theories related to child development, in addition to the skills necessary to selectively choose and effectively implement appropriate teaching methods that resonate with the children in their care. This includes the essential ability to recognize and appreciate the individual differences that exist among children, effectively manage classroom dynamics, and continuously assess and monitor each child's developmental progress on an ongoing basis.

In addition, the specific teaching methods used in the field of early childhood education have a significant and far-reaching impact on the overall success of the learning experience provided. Suyanto (2009) emphasizes the idea that teaching methods used for young children should center around active, creative, and fun approaches that allow children to engage in learning through direct and immersive experiences. Techniques such as playing, singing, drawing, and various exploratory activities are perfect for triggering and stimulating children's intrinsic interest in learning. Therefore, it is incumbent upon ECE teachers to master and proficiently implement a wide array of teaching methods that effectively support and nurture children's holistic development across multiple domains.

At TKQ Matlaul Khoir, teachers' pedagogical competence in mastering various teaching methods related to early childhood education plays a crucial role in achieving educational success and positive outcomes for children. While it is noteworthy that the educators at TKQ Matlaul Khoir have indeed implemented various teaching methods deemed appropriate for young children, it is important to conduct a more in-depth evaluation and assessment of the practical application of these pedagogical competencies in real classroom settings. The main objective of this study is to thoroughly describe and explain how the pedagogical competencies of teachers at TKQ Matlaul Khoir are manifested in their mastery of early childhood education teaching methods, as well as to critically evaluate the extent to which these methods effectively facilitate and support the overall development of the children in their care.

B. RESEARCH METHOD

This particular research endeavor utilized a descriptive qualitative methodology specifically designed to thoroughly examine and articulate the pedagogical competencies demonstrated by educators in the Early Childhood Education (ECE) field with a specific focus on their expertise in applying various teaching methodologies. By utilizing this descriptive qualitative framework, researchers were given the opportunity to collect rich, nuanced and comprehensive data that reflected the diverse teaching practices educators implemented in their classrooms. The data collection process was meticulously conducted through direct observation in educational settings, as well as through structured interviews conducted with single teachers, thus ensuring a deep understanding of instructional nuances. This scholarly investigation aspires to illuminate and present a detailed and clear depiction of teachers' pedagogical strengths and abilities, the diverse instructional strategies they employ, and the subsequent impact these elements have on the holistic development of young children at TKQ Matlaul Khoir. Ultimately, the findings from this study are intended to contribute

significantly to the existing body of knowledge regarding effective teaching practices in early childhood settings, thereby encouraging a deeper appreciation of the critical role that skilled educators play in shaping the developmental trajectories of their students. As such, this study sought not only to highlight the importance of pedagogical competence but also to advocate for continuous professional development opportunities for teachers engaged in the critical field of early childhood education.

C. RESULT AND DISCUSSION

Pedagogical Competence of TKQ Matlaul Khoir Teacher

The results obtained from interviews conducted with educators at TKQ Matlaul Khoir reveal that these teachers have a strong and comprehensive understanding of the concept of pedagogical competence. They have realized that pedagogy goes far beyond the mere act of delivering lessons; it encompasses a holistic approach to managing the entire learning process, which includes the stages of elaborate planning, implementing educational strategies, and then evaluating the outcome of the learning experience. An educator at TKQ articulated that pedagogical competence is fundamentally linked to a teacher's ability to foster a fun and engaging learning environment for children, thereby enhancing their educational experience. These educators are well aware of the importance of formulating well-structured lesson plans that take into account the unique characteristics and developmental needs of young children, which are essential for optimizing their learning potential.

In terms of lesson planning at TKQ Matlaul Khoir, the process is comprehensive and involves a careful selection of teaching methods that are aligned with the principles of early childhood development. The teachers employ a variety of pedagogical strategies specifically designed to foster a fun and stimulating learning atmosphere that supports children's holistic development. The perspective held by the teachers regarding pedagogical competence is clearly manifested in their interactions with the children in their care, where they recognize the importance of maintaining positive and effective communication with their students. This communication serves to guide children in their quest for knowledge and discovery. The educators strive to embody the qualities of patience and encouragement, working diligently to build each child's confidence through consistent praise and recognition of their individual achievements.

Mulyasa (2007) articulates the definition of pedagogical competence as the ability of a teacher to effectively manage the learning process of their students. This multifaceted competence encompasses several key components, including:

A thorough understanding of the foundations of education: It is essential for teachers to have an in-depth understanding of various educational theories, which include, but are not limited to, those related to child development and the principles of early childhood education (ECE). A keen understanding of child characteristics: Educators at TKQ Matlaul Khoir place a strong emphasis on observation and use an individualized approach to identify and cater to each child's unique interests and preferred learning style. Curriculum development: Teachers are tasked with creating a curriculum that is imbued with Islamic values and seamlessly integrated with fun activities designed to shape and develop children's character from an early age. Lesson planning: Educators carefully design theme-based lesson plans that take into account the specific conditions of the classroom, the materials available for use and the interests of the students. Lesson implementation: Teachers use a variety of methods, which

include learning through play, storytelling, singing and engaging in outdoor exploration to facilitate the learning process. Use of technology: Educators incorporate digital media, such as simple educational videos, to explain concepts and encourage interactive learning experiences that enrich the educational environment. Evaluation of learning: Teachers use a variety of assessment methods, including systematic observation, comprehensive portfolio documentation, and engaging discussions with parents, to thoroughly assess and evaluate each child's progress.

The application of Teaching Methods at TKQ Matlaul Khoir is characterized by a thoughtful and informed approach. Observations and interviews conducted with teachers at TKQ Matlaul Khoir provide strong evidence that they have a good understanding of how to effectively apply teaching methods that are appropriate to meet the developmental needs of young children. Prior to the implementation of a particular method, teachers engage in collaborative discussions to ascertain the most appropriate pedagogical approach, which is determined based on various factors including the subject matter being taught, available resources, classroom conditions, and students' readiness to engage with the content.

Educational institutions use a variety of methods to foster a fun and non-monotonous learning environment. One important approach is known as the "ragam bermain" (varied play) method, which organizes weekly activities into four different groups, each focusing on a different skill area such as literacy/numeracy, writing, creativity and safety. In addition, outdoor learning experiences, including field trips and nature exploration, are regularly incorporated to enhance the development of social and motor skills among the children. In addition, a daily Quran reading program is implemented using the Iqro method, which is designed to further familiarize children with reading the Quran. The main objective of this program is to instill a strong foundation of Islamic values in children from a very young age, thus nurturing their spiritual development.

Despite the many initiatives undertaken, teachers face various challenges, such as the limited availability of teaching aids and the diverse characteristics of their student population. In response to these challenges, educators are committed to continuously improving their professional skills through participation in training sessions, seminars and collaborative discussions with their peers. The attributes of flexibility and creativity are considered essential to overcoming these challenges, thus ensuring that a conducive and effective learning environment is consistently maintained for all students.

The necessity of advancing educators' pedagogical competence cannot be overstated, as it plays a fundamental role in improving the overall quality of educational institutions and the learning experiences they provide. Among the various strategies that can be used to achieve this goal is active participation in Teacher Working Groups, commonly referred to as MGMPs, as well as engaging in diverse educational courses, workshops, supervision sessions and collaborative school meetings, as highlighted by Saryati in 2014. In addition, research findings submitted by Suhaemi and Aedi in 2015 provide strong evidence that active engagement in academic activities, such as seminars and workshops, significantly improves teachers' pedagogical competence, thus promoting a more effective learning environment.

At TKQ Matlaul Khoir, educators systematically conduct regular evaluations aimed at carefully identifying the strengths and weaknesses inherent in their teaching methods and

practices. These comprehensive evaluations play an important role in informing and guiding the development of future lesson plans, ensuring that they are aligned with overarching themes as well as the developmental needs and interests of the children being taught. In addition to these evaluations, teachers are also encouraged to actively participate in seminars and training sessions designed to equip them with new insights, innovative teaching strategies and contemporary pedagogical techniques that can be seamlessly integrated into their instructional practices.

D. CONCLUSION

This comprehensive study underscores the indispensable significance of teachers' pedagogical competence, which plays a pivotal role in ensuring the success of early childhood education at TKQ Matlaul Khoir, an institution dedicated to fostering young minds. Educators who possess a profound understanding of the unique characteristics and developmental needs of children, along with the ability to strategically plan and effectively implement appropriate learning methodologies, are instrumental in creating an enriching environment that thoroughly supports and optimally enhances the holistic development of children.

The educational institution employs a variety of dynamic, creative, and enjoyable pedagogical techniques, including interactive play, engaging singing sessions, and exploratory activities, all of which significantly contribute to enriching children's overall learning experiences and fostering their innate curiosity. Nevertheless, it is important to acknowledge that there are persistent challenges that educators face, such as the intricate task of selecting the most suitable teaching methods and the ongoing issue of limited resources that can hinder the educational process.

In order to elevate the quality of teaching and learning experiences provided at TKQ Matlaul Khoir, it is essential for the institution to invest in and provide a more diverse array of teaching aids and interactive media resources that can enhance the educational environment. Additionally, it is crucial for teachers to engage in continuous professional development, focusing specifically on training that emphasizes innovative, creative, and child-centered teaching methodologies that can further enhance their pedagogical skills and effectiveness in the classroom.

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