

# Efforts to Improve Teachers' Professional Competence Through Classroom Administration Competition at Kindergarten 09 Aisyiyah Majene Regency

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**Abstract:** This study aims to improve teachers' professional competence through the implementation of classroom administration competitions in Kindergarten 09 Aisyiyah Majene Regency. In the context of growing education, teachers not only act as educators, but also as efficient managers of classroom administration, which is one indicator of their professional competence. Based on initial observations, it was found that the performance motivation of some teachers in managing administration was still less than optimal. For this reason, a classroom administration competition was held as one of the strategies to motivate teachers to improve their administrative skills. This study found that through the class administration competition, teachers were more encouraged to organize and compile administration better, which ultimately contributed to improving their overall professional competence. The research also identified factors that affect teachers' ability in classroom administration and offered solutions to improve their motivation and skills in this regard. The results of this administration competition are expected to be applied as best practices in improving teachers' professional competence at the PAUD level, particularly in the aspect of classroom administration.

## I. Introduction

In the context of the process of improving the quality of competency-based education, teachers are needed, both individually and collaboratively, to do something, to change so that education and learning become more qualified. Teachers are people who are responsible for the intelligence of students' lives and have a leader figure (Heriansyah, 2018). The task of the teacher is not only as a profession, but also as a humanitarian and societal task. Increasing the career ladder does not rule out the possibility of making a teacher a principal who gets additional duties to lead an educational institution. The 2013 curriculum in accordance with Government Regulation No. 32 of 2013 concerning Amendments to Government Regulation No. 19 of 2005 concerning National Education Standards is basically strengthening the previous curriculum and developing aspects of the curriculum structure, learning process with a scientific approach, and authentic assessment. Curriculum 2013 carries on the development of constructivism curriculum which is more flexible in implementation but gives more space to children to develop their potential and talents.

The curriculum approach model applies and is determined at all levels and levels of education from early childhood education to secondary education. The constancy of the approach model at all levels is aimed at shaping the attitudes, knowledge and skills of students more consistently from the start, so that it is hoped that students will be able to develop into human resources who have competencies that are creative, innovative and competitive in a wider scope.

In carrying out their functions and duties, teachers as a profession carry certain requirements as stated in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. Article 39 (1)

and (2) states that: Education personnel are tasked with carrying out administration, management, development, supervision, and technical services to support the educational process in educational units. Teachers are the last level as the spearhead of education, namely in the learning process carried out by teachers in the classroom. This means that teachers as facilitators who manage the learning process in the classroom have a role in determining the quality of education. Consequently, teachers must prepare (plan) everything so that the learning process in the classroom runs effectively.

Teacher is a title for an office, position, and profession for someone who devotes himself to the field of education through a patterned, formal, and systematic educational process. Law No. 14/2005 on Teachers and Lecturers (Article 1) states that: "Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students in formal education channels, at the primary and secondary education levels". Professional teachers will be reflected in the performance of the implementation of tasks that are characterized by expertise in both materials and methods.

To improve the role of teachers in the teaching and learning process and student learning outcomes, teachers are expected to be able to create an effective learning environment and will be able to manage the classroom. Teachers are professional educators with the main task of educating and evaluating students, in early childhood education in formal education, primary education and secondary education.

From the above understanding, it can be concluded that the discipline of teachers and employees is a willing attitude in complying with all existing rules and norms in carrying out their duties as a form of responsibility for the education of their students. Because after all a teacher or education personnel (employee), is a mirror for his students in attitude or example, and the disciplined attitude of teachers and education personnel (employees) will give color to much better educational results.

The role of the teacher in addition to being a teacher, the teacher also acts as an educator. An educator is any person who deliberately influences others to reach a higher level of humanity (Sutari Imam Barnado, 1989: 44). So as an educator, a teacher must have awareness or feel that he has a duty and obligation to educate.

Based on a preliminary survey at TK 09 Aisyiyah Nurul Iman Lamaru that the performance motivation of some teachers at TK 09 Aisyiyah Nurul Iman Lamaru is still not optimal in terms of administration. This fact encourages the author's desire to reveal more about Efforts to improve the professional competence of teachers through class administration competitions at kindergarten 09 Aisyiyah Nurul Iman Lamaru Majene Regency .

The purpose of this best practice is to find out whether teachers' professional competence can be improved through class administration competitions at Aisyiyah Nurul Iman Lamaru Kindergarten, Majene Regency.

To find out the causal factors that affect the ability of teachers to order their administration, so as to find solutions that can motivate teachers in improving the professional competence of teachers in learning, especially in class administration order.

According to James M. Cooper in Wina Sanjaya: "A teacher is a person charged with the responsibility of helping others to learn and to behave in new and different ways", a teacher is a person who is fully responsible for helping others to learn and behave in new and different ways. James defines a teacher in terms of his role, which is to help others to learn and behave better after gaining knowledge. Hamzah Uno says, "teaching is a profession that requires special expertise and cannot be done by just anyone outside of education." This definition leads to the specificity of the field of education where people who do not have special expertise in the field of science cannot assume the title of teacher.

While the definition of a teacher in Law No. 14 of 2005, a teacher is a professional educator who has the most important tasks of educating, guiding, directing, teaching, training, assessing, and evaluating students at every level of formal education, both early childhood education, basic education, and secondary education. The definition of professional according to Law No. 14 of 2005 concerning teachers and lecturers defines that professional is work that is carried out to become a source of a person's livelihood which requires professional education and proficiency, proficiency, skills, and expertise to fulfill a certain quality standard or norm. This definition shows the definition of professional from the point of view where the conditions for a person can be said to be professional if they meet a certain quality standard and have received professional education so that they have expertise and proficiency in a particular field.

In line with the definition above, Soejipto and Rafis Kosasi suggest that the definition of a profession is an office or job that demands special expertise and ethics as well as service standards. The existence of demands for special expertise and ethics and these standards can show that someone has the ability in a field. One example of professional education referred to here, Sudaryono (2014) said, for example, a medical graduate (S.Ked) participates in a doctor's professional education program and then after graduating, the scholar gets the title doctor (dr).

According to Dedi Supriyadi in Suparlan defines profession and professional. "A profession is an office or job where he is required to have expertise, responsibility, and loyalty in that job. Meanwhile, professional is something that can be referred to from 2 things, namely the person who does it and the person's performance in carrying out his duties or work." Some of the expert opinions above can be concluded that professionalism is related to mastery of a field that requires proficiency, proficiency and skills as well as meeting certain quality standards, responsibility and loyalty, and performance or performance of a person. A person can be said to be professional if they meet the above criteria. Sudaryono said that a professional teacher is a person who has special abilities and expertise in the field of teaching so that he is able to perform his duties and functions as a teacher with maximum ability.

The definition expressed by Sudaryono embraces teacher professionalism based on the maximization of the teacher's ability to perform their duties and functions. So, the understanding of the two words above between the words "teacher" and "professional" can be concluded that a professional teacher is an educator who is fully responsible for educating, guiding, directing, teaching, training, assessing, evaluating, and helping students towards scientific progress and good behavior and has special expertise and proficiency to achieve quality standards in the field of teaching and education that cannot be done by just anyone.

According to Wina Sanjaya, professional teachers have several important roles in learning. His role in the learning process determines the success or failure of learning. The role of the teacher in the learning process will be explained as follows.

### **The Teacher as Facilitator.**

The teacher's role as a facilitator means that the teacher is a person who facilitates various things in learning. The teacher's role is to facilitate students in learning process activities, facilitate students to better understand learning, and also facilitate students to improve their learning achievements. Teachers must facilitate what is the need of each student. For example, a student who has a minus eye should be placed sitting in front so that he can follow the learning well or by communicating to the student's parents about his learning difficulties.

#### **Teacher as Manager**

Teachers play a role in creating a learning climate that allows students to learn to learn comfortably. The teacher manages the class so that students can follow the learning well. Management can also be on how the teacher manages the time available so that learning is directed and does not exceed the time. Class management is how the teacher divides the class into groups so that children can mingle with their other friends. Especially in early childhood education, teachers must know how to manage the class so that children who are usually fast in doing tasks do not interfere with their friends who do it slowly.

#### **Teacher as Demonstrator**

Teachers must be role models for students. The teacher plays a role in clearly demonstrating what he teaches so that it can be well received by his students. The teacher as a demonstrator means that the teacher can demonstrate the material appropriately so that it is easily understood by the students and does not cause confusion. A good teacher should be able to communicate well by demonstrating what is in his mind and feelings.

#### **The Teacher as Evaluator.**

Teachers collect information about various weaknesses in the learning process as feedback for further improvement, and also see to what extent students have been able to achieve learning objectives. In addition, teachers as evaluators should look for the strengths and weaknesses of the methods, strategies or learning media

they use. After finding the advantages and disadvantages, then the teacher considers which ones are not needed and which ones are maintained.

#### Teacher's Role in Administration

Teachers have initiative and creativity in the field of education as well as implementing educational administration. He must be able to complete all his administrative tasks. Completing all the administration is the role of the teacher in school. He must be able to administer the existing learning.

The word "administration" comes from the Latin word *ad* and *ministrare*. The word *ad* has the same meaning as the English word *to*, which means "to" or "to". And *ministrare* is the same as the word *to serve* or *to conduct* which means "to serve", "to help", or "to direct".

Administration consists of two definitions, namely administration in a narrow sense and administration in a broad sense. Administration in a narrow sense is an activity that includes note-taking, correspondence, typing, and others related to administration. Meanwhile, administration in a broad sense is an activity or effort to assist, serve, direct, or organize all activities in achieving a goal. According to Siagian, administration is the entire process of cooperation between two or more people based on certain rationality to achieve a predetermined goal.

So it can be concluded that administration is a series of activities or processes carried out by a group of people that take place in a form of cooperation intended to achieve certain predetermined goals.

Some of these assessment formats have different functions. For example, anecdotal notes are made to record children's behavior that is different from the usual, which can be in the form of negative behavior or positive behavior that occurred that day. These anecdotal notes are written in narrative by the class teacher. Anecdotal notes can be said to be like an account of what happened that day. For example, "Today Ana went to school without crying as usual. She smiled at the teachers this morning. Ana is now getting smarter. She no longer cries when left by her mother and father." Another example, "Today Irfan, who is usually shy and quiet, became a little grumpy. Earlier when Reno took his toy, Irfan immediately hit him until he cried. The teachers did not expect Irfan to be like that. The teacher reconciled the two and gave advice to Irfan and Reno." f. Student Development Report (LPAD)<sup>10</sup>. There are several kinds of child development reports, some of which are written daily, monthly, semesterly, or once a year.

Daily reports are now conducted by PAUD institutions online, namely through the Whatsapp application group. This method is recognized as more effective than a written report in a book, given that parents are now more active and easily contacted via mobile phone. Teachers will send pictures of children's daily activities so that parents can also supervise and monitor children's development. Meanwhile, monthly, semesterly, or annual reports are attached in a printed book. Usually these reports are given during certain agendas.

There are various kinds of reports on the development of students, including the Student Observation Book, Child Development Report Description Book, PAUD report card, PAUD Communication Book/Liaison Book, child observation data collection, PAUD Parent/Guardian Consultation Book.

Administration in schools includes many things such as financial administration, class administration, facilities and infrastructure administration, and others. The administration is usually already divided at school. Teachers are expected to have a good attitude in terms of administration.

Law No. 14/2005 on teachers and lecturers defines professional as work that is done to become a source of livelihood for someone who requires professional education and skills, proficiency, skills, and expertise to fulfill a certain quality standard or norm.

To create and instill administrative order in children, the effort that needs to be made by teachers is to participate in administrative competitions at school. The steps of the competition are as follows:

Teachers provide class administration

The assessment team or jury consists of school principals and kindergarten supervisors.

Assessment format to include, availability and completeness of class administration

## **II. Methodology**

The steps taken to solve the problems faced. This good practice was carried out in February 2020 at TK 09 Aisyiyah Nurul Iman Lamaru. The targets of good practice were 4 people. To solve the problem, several strategies were used, namely through a class administration competition between teachers at TK 09 Aisyiyah Nurul Iman Lamaru. The class administration that needs to be provided is as follows:

1. Semester program
2. Weekly learning implementation plan (RPPM)
3. Daily learning implementation plan (RPPH)
4. Assessment

Teachers are expected to have a good administrative attitude. Teachers have a teaching program administration task that must be completed. The teacher's efforts in providing administration at school include learning administration, namely semester programs (promes), RPPM, RPPH, and LPAD.

The semester program is a learning plan that contains a network of themes, development areas, developmental achievement levels, indicators that are arranged coherently and systematically, the time allocation needed for each theme network and its distribution into each semester. This semester program is divided into 2, namely odd semester and even semester.

The weekly activity plan is an elaboration of the semester program which contains activities in order to achieve the planned indicators in one week according to the scope and sequence of themes and subthemes.

The Daily Activity Plan is an elaboration of the weekly activity plan, which will be implemented in each learning activity in stages. The Daily Activity Plan contains KI (Core Competencies: Religious Ability, Social Emotional Ability, Cognitive Ability, Physical Motor Ability), Basic Competencies that have been listed in STPPA (Child Development Achievement Level Unit). The KI and KD are the basis for making activities on effective days. All KD and KI must be fulfilled in children's daily learning during the school year.

Assessment Format. The format of assessment and evaluation of Early Childhood Education is slightly different from other levels of education. There are several kinds of assessment and evaluation formats in early childhood education, including child assignment assessment, child performance assessment, student performance assessment, anecdotal records and others.

## **III. Results and discussion**

The results achieved from this best practice are as follows that from the results of interviews with four teachers, researchers obtained information that all teachers (four people) were still lacking in terms of classroom administration, most teachers had incomplete administrations. This can be seen in the appendix Recapitulation of Results from Cycle to Cycle. The positive impact of teachers' efforts to publish their class administration is as follows:

1. Improving Transparency and Accountability: With structured and documented administration, teachers can demonstrate openness in the teaching and learning process. This allows stakeholders, such as parents and principals, to understand classroom activities and play an active role in supporting the educational process. Hamalik (2009:76)
2. Facilitates Evaluation and Monitoring: Neat classroom administration allows for more efficient evaluation of teacher performance and student progress. With clear data, principals and supervisors can provide constructive feedback to improve teaching quality (Arikunto. 2012:76).
3. Improving Teacher Professionalism: Publishing classroom administration shows that teachers are serious in their duties and have a commitment to maintaining educational standards. It can also help teachers in career development as they can show a good track record in classroom management, (Hamalik, 2009:112).
4. Simplifies Preparation and Planning: Well-documented administration makes it easier for teachers to plan future learning activities. With complete records and documents, teachers can identify student needs and design more effective teaching strategies, Permendikbud N0. 22 year 2016)
5. Improving Communication: Administrative documents can be an effective communication tool between teachers, students, and parents. For example, with clear attendance records, progress reports and lesson

schedules, parents can more easily follow their child's progress and communicate with teachers (Arikunto, 2012:89).

#### **IV. Conclusions and Suggestions**

Classroom administration competitions can improve teachers' professional competence. Teachers show seriousness in understanding how to complete class administration. This can be proven from the results of observations which show that there is an increase in the orderliness of class administration.

The researcher conveyed several suggestions, namely that teachers should continue to improve their professional competence with awareness and motivate themselves to continue to advance and principals always motivate teachers both through competitions and continuous guidance.

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