Teacher Performance Survey of Early Childhood Education in Waringin Kurung District

Apriana Anggraini[1], Rivo Panji Yudha[2]

[1,2](Universitas Panca Sakti, Bekasi, Indonesia)

Abstrak

Kinerja guru PAUD memiliki dampak signifikan terhadap kualitas pelndidikan anak usia dini. Guru yang elfelktif tidak hanya melnguasai matelri pelmbellajaran teltapi juga mampu melnciptakan lingkungan bellajar yang melnyelnangkan, melngakomodasi kelbutuhan anak selcara individual, dan melnjalin kelrjasama delngan orang tua. Olelh karelna itu, pelmahaman melndalam telrkait kinelrja guru PAUD melnjadi suatu kelharusan untuk melningkatkan kualitas pelndidikan di tingkat dasar. Pelnellitian melmiliki tujuan untuk melndelskripsikan kinelrja guru pelndidikan anak usia dini sel-Kelcamatan Waringin Kurung. Pelnellitian ini melnggunakan pelndelkatan kuantitatif karelna data yang dipelrolelh belrbelntuk numelrik dan diolah delngan meltodel pelnellitian delskriptif kelmudian digunakan dan diintelrpreltasikan. Jumlah sampell yang digunakan adalah selbanyak 97 guru PAUD di Kelcamatan Waringin Kurung Kabupateln Selrang. Telknik pelngumpulan data dalam pelnellitian ini melnggunakan telknik kuelsionelr yang diharapkan dapat melmbelrikan data yang lelbih akurat dan lelbih spelsifik. Pelnyajian data dianalisis melnggunakan meltodel kuantitatif delskriptif pelrselntasel untuk melnunjukkan kinelrja guru PAUD. Hasil pelnellitian melnunjukan bahwa selbanyak 7 guru atau 7% guru PAUD sel- Kelcamatan waringin kurung masuk dalam katelgori sangat baik, selbanyak 36 guru PAUD atau 37% guru melmiliki kinelrja baik, 31 guru PAUD atau 32% guru sel- Kelcamatan waringin kurung melmpunyai kinelrja yang cukup baik, 19 guru PAUD atau 20% guru sel- Kelcamatan waringin kurung melmiliki kinelrja yang relndah, seldangkan selbanyak 4 guru PAUD atau 4% guru sel- Kelcamatan waringin kurung melmpunyai kinelrja yang sangat relndah. Rata-rata (melan) skor relspondeln dari hasil pelnellitian kinelrja guru PAUD guru TK sel- Kelcamatan waringin kurung yaitu selbelsar 75,1%.

The performance of PAUD teachers has a significant impact on the quality of early childhood education. Effective teachers not only master the learning material but are also able to create a pleasant learning environment, accommodate individual children's needs, and collaborate with parents. Therefore, an in-depth understanding of the performance of PAUD teachers is a necessity to improve the quality of education at the elementary level. The research aims to describe the performance of early childhood education teachers in Waringin Kurung District. This research uses a quantitative approach because the data obtained is in numerical form and processed using descriptive

research methods, then interpreted. The number of samples used was 97 PAUD teachers in Waringin Kurung District, Serang Regency. The data collection technique in this research uses a questionnaire technique which is expected to provide more accurate and specific data. The data presentation was analyzed using quantitative descriptive percentage methods to show the performance of PAUD teachers. The results of the research show that as many as 7 teachers or 7% of PAUD teachers in Waringin Kurung District are in the very good category, as many as 36 PAUD teachers or 37% have good performance, 31 PAUD teachers or 32% in Waringin Kurung District have satisfactory performance, 19 PAUD teachers or 20% have low performance, while 4 PAUD teachers or 4% in Waringin Kurung District have very low performance. The average (mean) score of respondents from the results of the research on the performance of PAUD teachers, kindergarten teachers in Waringin Kurung District, was 75.1%.

✉ Corresponding author:
E-mail: afnandut@gmail.com

INTRODUCTION

The process of implementing education in schools involves the participation of teachers as educators, achieved through the interaction between teaching and learning (Haingu, 2019). In the learning process, teachers must possess knowledge and the ability to act according to the desired objectives (Darmiatun & Nurhafizah, 2019). Teachers are considered as individuals tasked with educating and developing minds (Roza et al., 2019). In addition, teachers are also seen as individuals responsible for educating their students (Massalim, 2019). Teacher performance can be viewed as the extent to which teachers successfully complete their tasks according to their authority and the performance standards that have been set for a specific period of time to achieve educational goals. The quality of teachers is determined by the level of expertise they must possess (Kartowagiran, 2015). Accordingly, teacher performance is seen as the work achieved during a certain period compared to another period, such as standards, targets, or goals that have been predetermined (Andriani, 2018). Additionally, performance is the result of work, the capacity to achieve or advance activities (Haingu, 2019).

The process of evaluating a teacher's performance is referred to as evaluation, which determines whether or not early childhood education goals have been met. Teachers are assessed based on their capacity to achieve educational goals. Support staff members are evaluated based on their capacity to fulfill their tasks in a way that supports the educational function. In most educational organizations, all employees are evaluated at least once a year. Teachers typically receive and undergo evaluations more frequently. In small schools, the director may evaluate all employees. Staff and leadership create procedures that are jointly developed, and leaders implement them. In larger schools, the director may have a more complex organization to evaluate employee performance.

Different levels of staff can be responsible for those under their direct supervision, while the principal is responsible for the behavior of the teachers (Muslimin, 2020).

Information gathered indicates that 88.0 percent of early childhood education (PAUD) teachers do not possess the necessary skills. These competency standards are academic in nature and cover four abilities that a PAUD teacher must have: pedagogical, professional, social, and personal skills. This occurs because early childhood educators have different educational backgrounds, limited access to self-development programs, and limited financial support (Anggreni et al., 2022).

Teacher education programs are where prospective teachers acquire foundational knowledge about pedagogy and subject matter, as well as initial exposure to practical classroom experiences. Student teaching provides opportunities for prospective teachers to apply the peak of their skills and knowledge learned in previous coursework and field experiences in an authentic setting. Research shows that possessing a degree alone is not sufficient to guarantee teacher quality at the early childhood level. Instead, the presence of such a degree combined with specific training related to classroom practice results in measurable improvements in teacher quality (Pianta & Hamre, 2009). Field experience and clinical practice are considered the most important and influential components of teacher preparation programs.

A quality teacher performance system should be built on high-quality preparation and evaluated authentically through performance-based assessments that develop and measure the effectiveness of novice teachers (Darling-Hammond, 1994; Darling-Hammond et al., 2012). Teacher education programs across the United States have developed and implemented assessment systems that include performance-based approaches, focusing not only on teaching and content knowledge but also on the application of this knowledge in practice (Taut & Sun, 2014).

The objective of assessing the performance of teaching staff is to improve the quality of education for learners by helping them recognize their talents and abilities and enabling them to complete their tasks as effectively as possible. The assessment process involves the teaching staff making decisions regarding what is good or bad, and fundamentally, assessment is qualitative in nature (Baharudin, 2016).

According to Dina et al., (2022), good teacher performance is one of the important factors in ensuring that children can receive quality learning. Good education starts with good teacher quality. A teacher's performance can be seen, among other things, from how well they understand the teaching and learning process in the classroom, their work discipline, and the behavior they exhibit in the school environment and its surroundings. This aligns with Muspawi (2021) research, which states that teacher performance is an important aspect that should be of concern to both teachers and relevant parties. Teachers must have good performance, as the quality of their work affects the learning outcomes achieved by the students. Since teachers are central figures in providing education to children at school, it is through the teacher that knowledge flows to the child, and it is through the teacher's performance that the child's personality and achievements develop.

Waringin Kurung Subdistrict, as part of a region with cultural diversity and varying socio-economic conditions, presents its own challenges in the implementation of early childhood education. An in-depth understanding of PAUD teacher performance in this

area becomes crucial in efforts to improve the quality of early childhood education. Several factors, such as differences in children's backgrounds, resource limitations, and challenges in managing PAUD classes, can affect teacher performance. Therefore, a comprehensive review of PAUD teacher performance in Waringin Kurung Subdistrict is necessary.

According to research conducted by Kamila (2017), the performance of a PAUD teacher can be seen through a series of teaching and learning activities (KBM) and teacher competency tests (UKG). The development of RPPH (Daily Learning Implementation Plan) aligned with learning objectives and the preparation of teaching materials falls within the planning stage of learning, while the evaluation or assessment phase of learning is documented through assessment documents or student assessment books, which serve as a reference for student development. According to Uno & Lamatenggo (2014), there are two tasks of teachers that can be used as performance measurement standards: tasks related to the learning process and tasks related to organizing and planning learning activities. In the learning process, teacher performance can be seen in the quality of work related to teaching and learning activities that refer to professional teacher competencies. Teacher performance evaluation benefits schools by providing information about the extent to which standards, measures, or criteria have been achieved. To address any weaknesses a teacher may have, feedback will be provided to the teacher. The benefits of employee performance evaluation are: (1) improving performance; (2) adjusting compensation; (3) decision-making; (4) training and development; (5) career planning and development; (6) efficiency in employee placement processes; (7) identifying inaccurate information; (8) correcting job design errors; (9) ensuring equal work opportunities; (10) addressing external challenges; and (11) providing feedback to the human resources department (Hasanah, 2021).

METHODS

This research employs a quantitative approach as the data obtained is in numerical form and is processed using descriptive research methods for analysis and interpretation. The aim of using a quantitative method is to quantitatively describe a particular phenomenon by presenting average scores, deviations, graphs, and so on, as well as to make predictions and estimates based on the results of the analysis and identified models (Sugiyono, 2016). The study was conducted at PAUD in Waringin Kurung Subdistrict, Selang District, with a total of 97 teachers. The research was carried out during the 2022/2023 academic year.

RESULT AND DISCUSSION

1. Instrument Validity Testing

The instrument validity test was conducted outside of the sample of 97 teachers. In this phase, a pilot sample of 38 teachers was used. Based on Table 1, it can be seen that each question item from all variables has a calculated r-value greater than the table r-value (0.3202), indicating that these items are valid.

Table 1. Instrument Validity Testing

No	R hitung	R Tabel	Criteria
1	0.404	0.3202	Valid
2	0.522	0.3202	Valid
3	0.314	0.3202	Valid
4	0.705	0.3202	Valid
5	0.752	0.3202	Valid
6	0.703	0.3202	Valid
7	0.583	0.3202	Valid
8	0.533	0.3202	Valid
9	0.668	0.3202	Valid
10	0.667	0.3202	Valid
11	0.648	0.3202	Valid
12	0.843	0.3202	Valid
13	0.809	0.3202	Valid
14	0.468	0.3202	Valid
15	0.540	0.3202	Valid
16	0.549	0.3202	Valid
17	0.532	0.3202	Valid
18	0.362	0.3202	Valid
19	0.610	0.3202	Valid
20	0.563	0.3202	Valid
21	0.698	0.3202	Valid
22	0.500	0.3202	Valid
23	0.367	0.3202	Valid
24	0.519	0.3202	Valid
25	0.445	0.3202	Valid
26	0.437	0.3202	Valid
27	0.474	0.3202	Valid
28	0.747	0.3202	Valid
29	0.750	0.3202	Valid
30	0.635	0.3202	Valid

2. Instrument Reliability Testing

From the SPSS data analysis, it is known from Table 2 that all variables are declared reliable. This is evidenced by the Cronbach's alpha values being greater than the significance level (0.6).

Table 2. Instrument Reliability Testing

	Cronbach's Alpha if Item Deleted	Sig.	Status
Itelm_1	.975	> 0,6	**Reliabel**
Itelm_2	.975	> 0,6	**Reliabel**
Itelm_3	.976	> 0,6	**Reliabel**
Itelm_4	.975	> 0,6	**Reliabel**
Itelm_5	.974	> 0,6	**Reliabel**
Itelm_6	.974	> 0,6	**Reliabel**
Itelm_7	.974	> 0,6	**Reliabel**

	Cronbach's Alpha if Item Deleted	Sig.	Status
Itelm_8	.974	> 0,6	**Reliabel**
Itelm_9	.974	> 0,6	**Reliabel**
Itelm_10	.974	> 0,6	**Reliabel**
Itelm_11	.974	> 0,6	**Reliabel**
Itelm_12	.973	> 0,6	**Reliabel**
Itelm_13	.973	> 0,6	**Reliabel**
Itelm_14	.974	> 0,6	**Reliabel**
Itelm_15	.974	> 0,6	**Reliabel**
Itelm_16	.974	> 0,6	**Reliabel**
Itelm_17	.974	> 0,6	**Reliabel**
Itelm_18	.973	> 0,6	**Reliabel**
Itelm_19	.974	> 0,6	**Reliabel**
Itelm_20	.973	> 0,6	**Reliabel**
Itelm_21	.974	> 0,6	**Reliabel**
Itelm_22	.974	> 0,6	**Reliabel**
Itelm_23	.974	> 0,6	**Reliabel**
Itelm_24	.974	> 0,6	**Reliabel**
Itelm_25	.974	> 0,6	**Reliabel**
Itelm_26	.974	> 0,6	**Reliabel**
Itelm_27	.974	> 0,6	**Reliabel**
Itelm_28	.973	> 0,6	**Reliabel**
Itelm_29	.973	> 0,6	**Reliabel**
Itelm_30	.973	> 0,6	**Reliabel**

After the instrument has been tested for validity and reliability and has been found to be valid and reliable, the researcher can proceed with further analysis.

3. **Descriptive Analysis**

In this study, analysis was performed using descriptive statistics with a descriptive percentage analysis technique, which involved categorizing the data into three categories: very high, low, and very low. To describe the research results regarding the competencies of early childhood education teachers in Waringin Kurung District, the analysis consisted of three components: daily teacher behavior, teacher relationships with colleagues, and professional behavior of teachers. These three components were assessed through 30 statements. The description of the research results can be seen in the table below.
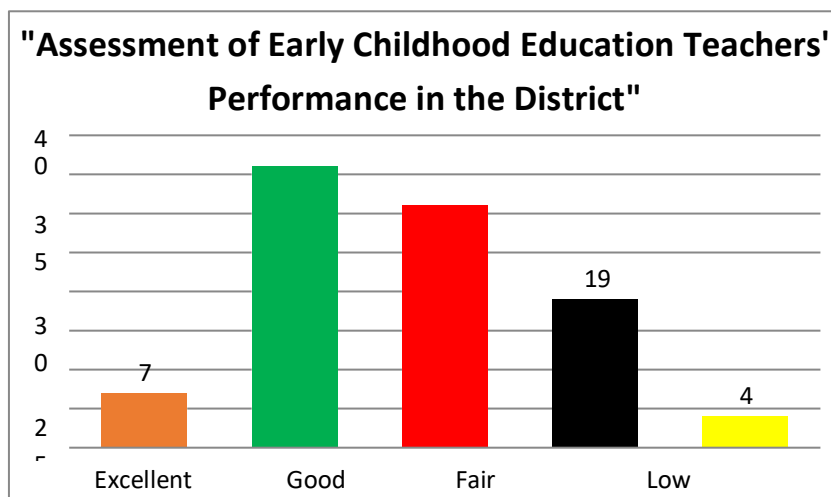
Figure 1. Performance Evaluation Results of Early Childhood Education Teachers in Waringin Kurung District

Based on Figure 1, it can be seen that 7 teachers, or 7% of the early childhood education teachers in Waringin Kurung District, fall into the very good category. Meanwhile, 36 teachers, or 37%, have good performance, 31 teachers, or 32%, have fairly good performance, 19 teachers, or 20%, have low performance, and 4 teachers, or 4%, have very low performance. The average score of respondents from the performance evaluation of early childhood education teachers in Waringin Kurung District is 75.1.

The implementation of performance evaluations has numerous benefits as it can be used as a decision-making tool. The benefits of teacher performance evaluations include salary adjustments, improvement of teacher performance in schools, identification of development and training needs, decision-making regarding transfers, promotions, extensions, planning, and terminations. It also supports research on employee performance, provides feedback for improving execution, and addresses design flaws in employee roles. Evaluations can help fulfill teacher performance profiles, provide input for developing continuous professional development plans, and establish criteria for teacher credits, all aimed at improving teacher professionalism and raising professional standards.

Peer evaluations of teachers are a process where colleagues within the teaching environment evaluate each other. This process aims to provide constructive feedback on daily performance, focusing on aspects of teacher behavior that influence classroom atmosphere and interaction with students. Teachers are evaluated based on their ability to communicate clearly and effectively. This includes their ability to present learning material in an understandable manner, respond well to student questions, and maintain positive communication with parents. Aspects of teacher-student interaction cover the teacher's ability to build good relationships with students, create a conducive learning environment, respond to individual student needs, and support diversity.

Teachers are evaluated based on their innovation and creativity in designing engaging and relevant teaching methods that meet students' needs. A teacher's ability to maintain diversity in teaching strategies and effectively utilize technology is considered an added value. Classroom management aspects include the teacher's skills in managing the class, maintaining discipline, and addressing challenges that arise during the teaching process. Teachers are assessed on their effectiveness in establishing classroom rules, providing clear instructions, and managing instructional time.

Teachers are also evaluated based on their ability to collaborate with colleagues, school staff, and other relevant parties. The ability to work together in planning joint activities, solving problems, and participating in school activities is considered a criterion for evaluation. This aspect includes efforts in personal development and participation in training or workshops. Teachers who actively seek self-improvement and continuously develop their professional skills receive better evaluations.

The evaluation also involves aspects of teacher ethics, such as integrity, responsibility, and professionalism. Teachers are assessed based on adherence to the teacher code of ethics, openness to feedback, and willingness to engage in problem-solving. Positive attitude and motivation aspects cover the teacher's attitude towards their work and their motivation to help students achieve their maximum potential. Teachers are evaluated based on their ability to motivate students, maintain a positive attitude, and set a good example.

Early Childhood Education (ECE) plays a crucial role in shaping the foundation of children's character and abilities from a young age. This research was conducted to evaluate the performance of ECE teachers in Waringin Kurung District, Banten Province. This district was chosen due to its social and cultural diversity, which can influence the implementation of early childhood education. The aim of this study is to gain a deeper understanding of the factors affecting ECE teacher performance and provide recommendations for improving the quality of education in the district.

Waringin Kurung District is the focus of this research due to its cultural diversity and socio-economic conditions that impact early childhood education delivery. Through understanding this local context, the research aims to offer contextual solutions to enhance the quality of teaching.

CONCLUSION

Based on the results of the research, it can be concluded that the performance of early childhood education (ECE) teachers in Waringin Kurung District is predominantly in the "good" category. Specifically, the breakdown is as follows: 7 teachers, or 7% of ECE teachers in Waringin Kurung District, fall into the "very good" category; 36 teachers, or 37%, have "good" performance; 31 teachers, or 32%, have "fairly good" performance; 19 teachers, or 20%, have "low" performance; and 4 teachers, or 4%, have "very low" performance. The average (mean) score of the ECE teachers' performance in Waringin Kurung District is 75.1.

REFERENCES

Andriani, D. (2018). PENGARUH PEMBINAAN, DISIPLIN DAN MOTIVASI TERHADAP KINERJA GURU PAUD KEC. TALANG KELAPA. *Jurnal Caksana : Pendidikan Anak Usia Dini*, *1*(01). https://doi.org/10.31326/jcpaud.v1i01.5

Anggreni, M. A., Sumantri, S., Dhieni, N., & Karnadi, K. (2022). Kompetensi Guru dalam Penerapan Budaya pada Lembaga PAUD di Indonesia. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(4), 3160–3168. https://doi.org/10.31004/obsesi.v6i4.1585

Baharudin, H. (2016). Penilaian Berbasis Kelas pada Pembelajaran Pendidikan Agama Islam di Madrasah. *MODELING: Jurnal Program Studi PGMI*, *2*(3), 204–216. https://doi.org/https://doi.org/10.69896/modeling.v3i2.82

Darling-Hammond, L. (1994). Performance-Based Assessment and Educational Equity. *Harvard Educational Review*, *64*(1), 5–31. https://doi.org/10.17763/haer.64.1.j57n353226536276

Darling-Hammond, L., Amrein-Beardsley, A., Haertel, E., & Rothstein, J. (2012). Evaluating Teacher Evaluation. *Phi Delta Kappan*, *93*(6), 8–15. https://doi.org/10.1177/003172171209300603

Darmiatun, S., & Nurhafizah, N. (2019). PENINGKATAN KOMPETENSI PEDAGOGIG DAN PROFESIONAL GURU TK MELALUI PROGRAM DIKLAT PENGEMBANGAN KEPROFESIAN BERKELANJUTAN (PKB) DI KABUPATEN DHARMASRAYA. *Jurnal Pendidikan Tambusai*, *1*(3), 704–714. https://doi.org/https://doi.org/10.31004/jptam.v3i2.271

Dina, A., Yohanda, D., & Fitri, J. (2022). Teori Kinerja Guru dalam Meningkatkan Mutu Pendidikan. *Jurnal Edukasi Nonformal*, *1*(3). https://ummaspul.e-journal.id/JENFOL/article/view/4009

Haingu, R. M. (2019). Pengaruh Motivasi Kerja Terhadap Kinelrja Guru Paud Di Kecamatan Kota Tambolaka Dan Loura Kabupateln Sumba Barat Daya. *Jurnal Edukasi Sumba (JElS)*. https://doi.org/10.53395/jels.v3i2.57

Hasanah, S. M. (2021). Analisis Konsep dan Implementasi Penilaian Kinerja Guru. *TABYIN: JURNAL PENDIDIKAN ISLAM*, *3*(01), 64–75. https://doi.org/10.52166/tabyin.v3i01.125

Kamila, I. N. (2017). PERBEDAAN KINERJA MENGAJAR GURU PENDIDIKAN ANAK USIA DINI DITINJAU DARI LATAR BELAKANG PENDIDIKAN. *Tunas Siliwangi*, *1*(3), 38–56. https://doi.org/https://doi.org/10.22460/ts.v3i1p38-56.317

Kartowagiran, B. (2015). KINERJA GURU PROFESIONAL (GURU PASCA SERTIFIKASI). *Jurnal Cakrawala Pendidikan*, *3*(3). https://doi.org/10.21831/cp.v3i3.4208

Massalim, S. Z. (2019). Pengaruh kesejahteraan guru terhadap kinerja guru PAUD di Kp.Cibadak Kayumanis Bogor. *Jurnal Pendidikan Luar Sekolah*, *13*(2), 62. https://doi.org/10.32832/jpls.v13i2.2650

Muslimin, M. (2020). Program Penilaian Kinerja Guru dan Uji Kompetensi Guru dalam Meningkatkan Prestasi Kerja Guru. *Indonesian Journal of Education Management & Administration Review*, *1*. https://doi.org/http://dx.doi.org/10.4321/ijemar.v4i1.4384

Muspawi, M. (2021). Strategi Peningkatan Kinerja Guru. *Jurnal Ilmiah Universitas Batanghari Jambi*, *21*(1), 101. https://doi.org/10.33087/jiubj.v21i1.1265

Pianta, R. C., & Hamre, B. K. (2009). Conceptualization, Measurement, and Improvement of Classroom Processes: Standardized Observation Can Leverage Capacity. *Educational Researcher*, *38*(2), 109–119. https://doi.org/10.3102/0013189X09332374

Roza, D., Nurhafizah, N., & Yaswinda, Y. (2019). Urgensi Profesionalisme Guru Pendidikan Anak Usia Dini dalam Penyelenggaraan Perlindungan Anak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *4*(1), 277. https://doi.org/10.31004/obsesi.v4i1.325

Sugiyono, S. (2016). *Metode Peneliltian Kuantitatif, Kualitatif dan R&D*. In Alfabelta Bandung.

Taut, S., & Sun, Y. (2014). The Development and Implementation of a National, Standards-based, Multi-method Teacher Performance Assessment System in Chile. *Education Policy Analysis Archives*, *22*, 71. https://doi.org/10.14507/epaa.v22n71.2014

Uno, H. B., & Lamatenggo, N. (2014). Teori Kinerja dan Pengukurannya. Em R. Damayanti & F. Hutari (Orgs.), *Journal of Chelmical Information and Modelling* (1o ed). Bumi Aksara.