

# Analysis of the Implementation of Early Childhood Education Teacher Competencies at Al- Husna Kindergarten Pekanbaru (1).docx

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## Analysis of the Implementation of Early Childhood Education Teacher Competencies at Al-Husna Kindergarten Pekanbaru

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### Abstract

This study aims to analyze the implementation of four main competencies of Early Childhood Education teachers, which include pedagogical, professional, social, and personal competencies at Al-Husna Kindergarten, Pekanbaru. This study employs a qualitative, descriptive approach, focusing on in-depth reporting of teachers' actual practices in daily learning activities. Data were gathered using observation, interviews, and documentation. The collected data were then analyzed using qualitative analysis procedures, including data reduction, data presentation, and conclusion drawing, providing a comprehensive depiction of teachers' abilities in carrying out their professional responsibilities. The research subject consisted of four experienced Kindergarten B teachers at Al-Husna Kindergarten, Pekanbaru, who were actively involved throughout the instructional process. The results showed that teachers at Al-Husna Kindergarten had implemented pedagogical competence well. This was demonstrated through their ability to design Daily Learning Implementation Plans, manage classes effectively, and create a fun and interactive learning atmosphere. Professional competence is reflected in mastery of teaching materials, the ability to manage an educational play environment, the application of reflection to improve educational quality, and participation in self-development activities such as training and workshops. Social competence is evident in teachers' ability to communicate and collaborate harmoniously with students, colleagues, and parents. However, strengthening personal competence is still necessary so that teachers can serve as patient, authoritative, and high-integrity role models in carrying out their roles as Early Childhood Education students.

**Keywords:** *Teacher Competence; Early Childhood Education; Pedagogical; Professional; Social; Personality.*

### Abstrak

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Penelitian ini bertujuan untuk menganalisis penerapan empat kompetensi utama guru Pendidikan Anak Usia Dini (PAUD) yaitu kompetensi pedagogik, profesional, sosial dan kepribadian di TK Al-Husna Pekanbaru. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif yang berfokus pada pelaporan mendalam mengenai praktik nyata guru dalam kegiatan pembelajaran sehari-hari. Data dikumpulkan melalui teknik observasi, wawancara dan dokumentasi. Data yang diperoleh kemudian dianalisis melalui tahapan reduksi data, penyajian data, serta penarikan kesimpulan secara kualitatif sehingga memberikan gambaran yang komprehensif mengenai kemampuan guru dalam melaksanakan tugas profesionalnya. Subjek penelitian terdiri dari empat orang guru TK B di TK Al-Husna Pekanbaru yang berpengalaman dan terlibat aktif dalam proses pembelajaran. Hasil penelitian menunjukkan bahwa guru di TK Al-Husna telah menerapkan kompetensi pedagogik dengan baik. Hal ini ditunjukkan melalui kemampuan dalam merancang Rencana Pelaksanaan Pembelajaran Harian (RPPH), mengelola kelas secara efektif, serta menciptakan suasana belajar yang menyenangkan dan interaktif. Kompetensi profesional tercermin dari penguasaan materi ajar, kemampuan mengelola lingkungan bermain yang edukatif, penerapan refleksi untuk meningkatkan mutu pembelajaran dan mengikuti kegiatan pengembangan diri seperti pelatihan dan workshop. Kompetensi sosial tampak dari kemampuan guru menjalin komunikasi dan kerja sama yang harmonis dengan peserta didik, rekan sejawat, serta orang tua peserta didik. Namun demikian, masih diperlukan penguatan kompetensi kepribadian agar guru dapat menjadi teladan yang sabar, berwibawa dan berintegritas tinggi dalam menjalankan perannya sebagai peserta didik PAUD.

**Kata Kunci:** *Kompetensi Guru, PAUD, Pedagogik, Profesional, Sosial, Kepribadian.*

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## INTRODUCTION

In general, teachers are regarded as individuals who work and teach within an educational institution. According to UU No 14 Tahun (2005) Pasal 1 Ayat 1, a teacher is defined as a professional educator whose primary duties include educating, teaching, guiding, directing, guiding, assessing, and evaluating students in early childhood education through formal education pathways, as well as in primary and secondary education. Meanwhile, (Harahap & Savitri, 2022) describe teachers as professional educators whose responsibilities encompass planning, implementing, and assessing learning outcomes. Teachers are not merely individuals who teach in classrooms; they are professionals with significant responsibilities for the holistic development of children, including knowledge, skills, and attitudes.

Early Childhood Education (ECE) teachers bear more complex responsibilities because they directly engage with a child's golden period of development, often referred to as the golden age. As stated by (Kurnia et al., 2023), early childhood development progresses rapidly during this golden age. Tunafsyiah & Azminah (2025) explain that ECE teachers are educators tasked with guiding, evaluating, planning, and implementing learning for children up to eight years old. At this stage, teachers must understand children's characteristics, exhibit patience, and create a pleasant learning environment so that children feel safe and accepted. Therefore, ECE teachers are required not only to be academically competent but also emotionally and spiritually intelligent in carrying out their teaching.

In the professional execution of their roles, teachers must possess several competencies that form the foundation of their skills and character. UU No 14 Tahun 2005 pasal 1 ayat 10, states that competence constitutes an integrated set of cognitive, practical, and behavioral competencies that teachers are required to understand, internalize, and implement in executing their professional roles. According to (Hikmah et al., 2019) define competence as an individual's ability or expertise to perform a task correctly and excellently, based on knowledge, skills, and work attitudes in accordance with established standards. Similarly, (Sum & Taran, 2020) describe competence as knowledge, skills, and core values reflected in habitual thinking and acting. Essentially, teacher competence reflects the ability to perform duties or tasks that are their responsibilities (Sofiana & Juwita, 2024). Good competence enables teachers to carry out their tasks effectively and adapt to various learning situations.

Peraturan Menteri Pendidikan Nasional Nomor 16 tahun (2007) categorizes competencies into four types: pedagogical competence, professional competence, social competence, and personal competence. Pedagogical competence relates to the ability to manage and deliver learning. It is fundamental in creating effective learning experiences and includes essential skills such as teaching, evaluating, and assessing (Maulidah et al., 2021). As also mentioned by (Merdekawaty et al., 2024) further explain that pedagogical competence encompasses mastery of subject matter, classroom management, use of learning media, and assessment of student achievement. In the context of ECE, pedagogical competence refers to the teacher's ability to manage the entire learning process, from planning and implementing to preparing Daily Learning Implementation Plans (RPPH) and creating an active, creative, and enjoyable learning environment.

Professional competence relates to the ability to master learning materials and to engage in continuous self-development. Atmuji and Suling, cited in (Bagou & Suling, 2020), define professional competence as the abilities, skills, and behaviors that teachers must possess, internalize, and master to perform teaching duties requiring expertise and proficiency that meet specific quality standards. According to (Jundi & Ramadhan, 2023) describe professional competence as the educator's ability to thoroughly master learning materials, enabling them to guide students in achieving established competencies. The definition of professional competence is also stated by (Fatira et al., 2021) further define professional competence as an individual's comprehensive and in-depth mastery of subject matter, serving as a foundation to guide and educate students to develop skills according to standards. Beyond subject mastery, professional competence also involves teachers' responsibilities in self-reflection, participating in training, and adapting curriculum changes to make learning more meaningful. Professional

competence can be understood as the teacher's ability to master teaching materials in depth, understand the scientific foundations of education, and engage in continuous self-development.

Social competence relates to the ability to interact and communicate effectively with others, including students, colleagues, the community, and parents. Pahrudin, cited in (Wahyuni et al., 2021), defines social competence as an individual's knowledge and skills in determining the quality of their social behavior. According to (Agustinus et al., 2024) further describe it as the teacher's ability to communicate and interact effectively with students, fellow educators, and parents. Teachers with high social competence can build positive communication, foster empathy, and collaborate to create a conducive learning environment.

Personal competence involves teachers' attitudes, moral behavior, and integrity in performing their professional duties. It serves as a moral and ethical foundation for educators. According to Permendikbud No. 137 Tahun (2014) on the Standard of Child Development Achievement (STPPA), ECE teachers with personal competence present themselves as stable, mature, wise, and authoritative individuals. Nasution, cited in (Mar'ati, 2024), highlights the importance of personal competence for teachers for two reasons: first, personality is the initial step for developing pedagogical, professional, and social competencies; second, teachers' personal competence serves as a reference for student character development. This aligns with (Mutmainnah et al., 2025), who state that the successful and effective implementation of education relies on this competence as the basis for other skills. Thus, implementing personal competence is essential for developing the other three teacher competencies.

However, in practice, many teachers have yet to fully meet all four competencies or at least one of them. As stated by (Khairiah et al., 2021), some early childhood education (ECE) teachers have acquired competencies in accordance with professional standards and the teacher's code of ethics, while others face challenges in carrying out their main duties, functions, and responsibilities as professional teachers. The challenges referred to in the article by (Khairiah et al., 2021) encompass issues related to each of the competencies of PAUD teachers.

Observations at a private kindergarten in Pekanbaru indicate that although teachers demonstrate pedagogical, professional, and social competencies well, challenges remain in personal competence, particularly in managing emotions when dealing with children exhibiting difficult behavior. This raises an important question: how can teachers within the same school, who demonstrate strong technical skills (pedagogical and professional) and solid social competence, still show emotional vulnerability in their personal competence? Therefore, this study does not only aim to describe the implementation of each competence, but also to critically analyze the implementation gap between the well developed Pedagogical,

Professional, and Social Competencies and the significant challenges related to emotional stability within the Personal Competence of PAUD teachers at TK Al-Husna Pekanbaru.

## RESEARCH METHODOLOGY

This study is a qualitative research employing a descriptive qualitative approach. A qualitative approach was chosen because this study aims to obtain an in-depth understanding of the social phenomena that occur within the learning context, particularly how teachers implement the four competencies: pedagogical, professional, social, and personal in real classroom situations at TK Al-Husna Pekanbaru. This approach enables the researcher to explore experiences, behaviors, interactions, and dynamics that cannot be adequately explained through numerical data.

Qualitative research, as presented by Creswell in (Rosmita et al., 2024) is a method used to understand the meaning that individuals or groups assign to social or humanitarian issues. It involves inductive analysis, interpretation, and a flexible structure, emphasizing individual meaning and capturing the complexity of a situation. According to Sugiyono, cited in (Septiani et al., 2018), the descriptive qualitative method is a technique that describes and presents events or objects under study as they are, based on the situation and conditions at the time of the research. This approach is considered the most appropriate for explaining the implementation of early childhood teachers' competencies in a comprehensive and contextual manner. The subjects of this study were four teachers from TK Al-Husna Pekanbaru. Data were collected using three main techniques:

1. Direct Observation: This data collection technique involves observing the activities or behaviors of research subjects directly in the field. In this study, observation was conducted to examine how teachers behaved during the learning process, including their interactions with students, the use of teaching methods and media, and classroom management.
2. Interviews: Interviews were conducted to complement and strengthen the observational data. The interviews in this study were structured, meaning that a prepared set of questions was provided. However, respondents were still given the freedom to provide broad and in-depth answers. This approach was used to ensure that the data obtained were not limited to rigid questions but could also reveal additional information that might not have been anticipated.

3. Documentation: In addition to observation and interviews, document analysis was employed as a data collection technique. This involved gathering various documents or written evidence, images, and recordings.

The data obtained were then analyzed through three main stages. According to Miles, Huberman, and Saldaña as cited in (Heliastuti et al., 2025) qualitative data analysis consists of three primary components: data reduction, data display, and conclusion drawing (verification). The data reduction stage involves selecting and summarizing the information collected so that only the essential parts directly related to the research focus are retained. The summarized data are then presented in the form of narratives, tables, or other visualizations to help the researcher identify emerging patterns and relationships. Finally, the conclusion drawing process is carried out continuously through in-depth reflection on the relationships among data categories, accompanied by efforts to ensure the validity of the findings through triangulation techniques.

## RESULTS AND DISCUSSION

This section presents the results of observations and interviews regarding the implementation of the four competencies of early childhood education (ECE) teachers at TK Al-Husna Pekanbaru, which are then analyzed based on the theoretical framework of teacher competencies as well as theories related to Early Childhood Education.

### Pedagogical Competence

The pedagogical competence of teachers at TK Al-Husna can be categorized as well-implemented. The teachers are able to design early childhood learning activities in accordance with the curriculum. They understand and prepare the Daily Lesson Plan (RPPH) before conducting classroom activities. Based on interviews, the teachers stated that they use teaching modules that were designed at the beginning of the semester. The teachers' ability to develop structured lesson plans indicates that they are capable of interpreting the curriculum logically. This finding is strongly supported by (Sum & Taran, 2020) who state that mastery of planning skills among early childhood teachers serves as the main foundation for the successful implementation of learning. Such well-prepared planning ensures that learning experiences are directed toward achieving specific goals and fostering children's participation, such as giving children the opportunity to perform *adzan* and *iqamah*.

During the learning process, the teachers apply a child-centered, play-based learning approach. This is evident from learning activities that follow daily themes and emphasize moral and religious values. Although no specific educational teaching aids (APE) were observed during the session, the teachers utilized other learning media such as storybooks and Hadith

texts. They also used a large speaker to support congregational prayer activities. The teachers provided opportunities for all children to actively participate, including letting them perform *adzan*, *iqamah*, and even act as the prayer leader (*imam*), which helps build responsibility and confidence in public performance. Children's work was also displayed in the classroom, indicating that the teachers conducted an assessment of children's achievements through portfolio-based evaluation. In terms of classroom management, the teachers demonstrated strong skills. Transitions from classroom activities to ablution (*wudhu*) and then to congregational prayer were orderly and well-coordinated. The teacher also began the lesson with an opening session involving light question-and-answer prompts, followed by the main activity, and closed with a reflection on the day's learning. The teacher did not neglect to provide individual support to children with special needs (ABK). The methods applied by the teachers align with Lev Vygotsky's Social Constructivist Theory. The teacher acts as a strategic scaffolder by providing support, including individualized assistance for children with special needs, ensuring that activities (such as practicing congregational prayer) are within the child's Zone of Proximal Development (ZPD) (Amahorseya & Mardiyah, 2023).

Regarding assessment, the display of children's work in the classroom serves as evidence that the teachers implemented authentic assessment through children's portfolios. This practice confirms that the teachers have carried out all aspects of Pedagogical Competence optimally, including planning, implementing play-based methods, managing the classroom, and assessing learning outcomes. This reality aligns with (Merdekawaty et al., 2024) who state that pedagogical competence encompasses the ability to master learning materials, manage the classroom, use learning media, and assess student performance.

#### **Professional Competence**

The professional competence of teachers at TK Al-Husna is also demonstrated to be strong. The teachers are able to design various developmental activities creatively, in accordance with the developmental stages of early childhood, particularly through the arrangement of learning environments both inside and outside the classroom that support exploration and developmental stimulation. This was evident during the observations, where teachers organized play environments both outdoors and indoors based on the children's developmental levels. Teachers were also able to clearly explain the rationale behind their choice of activities, including the reasons for selecting specific themes for each learning experience. They engaged in reflection on the learning activities that had been carried out, such as evaluating the number of prayer units (*rakaat*) performed by the children during the dawn

prayer (*Subuh*). In addition, the teachers demonstrated effective time management throughout the learning process, from beginning to end.

The teachers' ability to organize the environment, utilize learning resources, and provide rational explanations for the activity themes reflects a contextual and strategic mastery of subject matter. This practice aligns closely with Urie Bronfenbrenner's Ecological Systems Theory. Professional early childhood educators act as managers of the microsystem (the child's immediate environment), ensuring that the physical environment and learning resources are integrated functionally. This is reinforced by (Mardia, 2025) who states that the ecological approach is highly relevant in early childhood education because it examines how various environmental systems influence children's development and support the strengthening of the *Profil Pelajar Pancasila* (Pancasila Student Profile). Furthermore, the teachers at TK Al-Husna actively participate in various professional development activities such as trainings, seminars, and workshops related to early childhood education. These activities significantly help them enhance their professional competence. The reflective and evaluative practices conducted by the teachers are key indicators of mature professionalism. This aligns with the concept of Reflective Practice popularized by Donald Schön. Reflection-on-action functions as a mechanism for teachers to assess the effectiveness of their instruction and identify areas that require improvement (Utami, 2024). The desire for improvement is then realized through their active participation in professional development programs. Findings from (Rohaeni & Nurhayati, 2025) and (Rofi'ah et al., 2025) further support this notion, revealing that participation in training programs significantly improves the professional competence of early childhood educators and transforms knowledge into observable practice. Through these various implementations, the professional competence of teachers at TK Al-Husna Pekanbaru particularly in mastering instructional content comprehensively and engaging in continuous professional growth—can be considered optimal.

#### **Social Competence**

The social competence of teachers at TK Al-Husna demonstrates good implementation across various aspects of interaction, whether with children, colleagues, parents, or the surrounding community. During observations, teachers were seen communicating with children using simple and easily understood language, while adjusting their height to ensure eye contact and foster emotional closeness. Teachers also treated children fairly without showing discriminatory behavior and consistently used a friendly and empathetic tone. Interactions with fellow teachers appeared harmonious and familiar, evident in the way they collaborated in preparing daily activities or handling situations requiring quick coordination. With parents, teachers also demonstrated open and warm communication. For example, when a parent came

to deliver a change of clothes for their child, the teacher greeted and communicated politely and professionally. This form of positive communication aligns with findings by (Larasati & Dewi, 2025), which emphasize that early childhood education teachers' social competence significantly influences the quality of interpersonal relationships between teachers, children, parents, and the school environment. The ability to build relationships also serves as an important foundation for creating a learning environment that supports children's holistic development.

Teachers' engagement with the community is also evident through collaborative activities such as celebrating Indonesia's Independence Day on August 17 and conducting P5 activities, in which the school invites the community to participate and become familiar with the learning environment. This collaborative practice is supported by (Zuliamiranti & Fauziah, 2017) who state that teachers' social competence includes the ability to establish effective relationships with various parties, thereby creating a conducive and harmonious learning atmosphere. Through active involvement with parents and the community, teachers at TK Al-Husna have demonstrated social competence that is not only focused on classroom interactions but also on strengthening relationships between the school and the wider community.

Additionally, teachers always greet children and parents every morning at the school gate with a friendly demeanor, neat attire, cleanliness, and pleasant fragrance. This action reflects the teachers' ability to create a safe and comfortable environment for children from the moment they arrive at school. Overall, these practices demonstrate that teachers have applied social competence in accordance with professional early childhood education standards, and align with the perspective of (Agustinus et al., 2024) who assert that social competence is the ability of teachers to communicate and interact effectively with students, fellow educators, and parents. Therefore, these observations indicate that teachers at TK Al-Husna have comprehensively met the indicators of social competence, encompassing communication, collaboration, empathy, and active involvement in both the school and broader community.

### **Personal Competence**

The personality competence of teachers at TK Al-Husna Pekanbaru is the most prominent aspect and simultaneously represents a critical challenge for the institution. In line with the purpose of this study, which is to analyze the gap in competence implementation, this sub-section focuses on the inconsistency between optimal mastery of technical competencies and significant challenges in teachers' emotional stability. According to the indicators of teacher personality competence in Permendikbud No. 137 Tahun (2014), teachers generally

demonstrate the ability to present themselves as steady, stable, mature, wise, and authoritative individuals. This is evident in daily behavior: teachers show calmness, patience, polite language, and fairness in treating children. During learning activities, teachers communicate with gentle and positive words, reflecting maturity of attitude and wisdom in interactions. These findings align with research by (Mutmainnah et al., 2025) which shows that indicators of early childhood education teacher personality, including exemplary behavior, maturity, and wisdom, are generally fulfilled. This consistent positive attitude is a primary asset for teachers in carrying out their roles.

Nevertheless, observational data indicates a significant gap in emotional stability. In certain situations, especially when children are difficult to manage or display tantrum behavior, some teachers are still unable to control their emotions and reprimand children in a raised and firm tone. Through interviews, teachers acknowledged that dealing with diverse child behaviors is their own challenge. As (Wahyuni et al., 2021) stated, teachers must exercise great patience in addressing various questions from children, both inside and outside the classroom, and also approach children's behavior patterns with patience. This inconsistency creates an implementation gap between the ideal personality traits displayed and the ability to regulate emotions under pressure.

The gap in managing teachers' emotions is a major issue because personality competence is the fundamental foundation that influences early childhood education goals. Through interviews, teachers admitted that dealing with diverse child behaviors remains a challenge, yet they strive to control and restrain themselves. This reflective attitude demonstrates that teachers are highly aware of the importance of maintaining a positive image and serving as a role model. This emotional gap poses a significant risk to the learning process. As emphasized by (Amin et al., 2023) teacher personality competence is the key determinant of success in developing early childhood character. When teachers lose emotional control, it not only violates the principles of mature personality but also sets a less-than-ideal example, potentially undermining the internalization of calmness and self-control values in children. Therefore, teachers' ability to restrain and manage emotions must be as stable as their mastery of pedagogical and professional competencies, which are already optimal.

Overall, teachers at TK Al-Husna Pekanbaru have demonstrated good personality competence. However, the next focus of self-development should specifically target strengthening emotional management and ongoing guidance (for example, through mindfulness or stress management training) so that teachers can consistently exhibit a steady, wise, and mature personality in all learning situations, including when facing the most challenging child behaviors.

## CONCLUSION

Based on a critical analysis of the implementation of the four main competencies of early childhood education teachers at TK Al-Husna Pekanbaru, this study concludes that teachers' mastery of Pedagogical, Professional, and Social Competencies is at an optimal level. Teachers have successfully designed, implemented, and evaluated creative, child-centered learning that aligns with developmental stages. In addition, they demonstrate a strong commitment to continuous professional development and are capable of establishing effective communication and harmonious collaboration with all school stakeholders, parents, and the community. The optimal performance in these three competencies reflects teachers' professionalism in both technical teaching skills and social interactions.

Nevertheless, this study found a significant gap in the aspect of emotional stability within Personality Competence. On one hand, teachers have successfully presented themselves as steady, mature, and authoritative individuals through polite behavior and gentle speech under normal conditions. On the other hand, emotional inconsistency occurs under pressure, as evidenced by teachers' difficulty in controlling their emotions and reprimanding children in a raised tone when facing tantrums or challenging behavior. This gap indicates that the greatest challenge for teachers at TK Al-Husna is not in teaching ability or social interaction, but in self-regulation and maintaining emotional maturity while managing the dynamics of their work.

These findings underscore the urgency of expanding teacher professional development beyond hard skills (subject matter and curriculum) to include strengthening Emotional Intelligence and resilience. Given that Personality Competence is a key determinant of success in early childhood character development, enhancing this area will ensure that teachers can consistently maintain a mature, wise, and prudent demeanor in every situation. Consequently, Personality Competence can fully support the success of character education and create a supportive learning environment.

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