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Special Competence for Preschool Teacher in 5.0 Era

Husnul Khotimah*, Dewi Nur Suci

Institut Agama Islam (IAIN) Kediri, Indonesia
Correspondence: E-mail: husnulkhotimah@iainkediri.ac.id

A B S T R A C T

The role of the teacher will be replaced by childhood in the learning process as a character reference. The onslaught of influence from social media and technological developments that are not unlimited in the 5.0 era forces teachers to continue upgrading their competencies and are even required to have special competencies. This study aims to examine what competencies must be possessed by Preschool teacher in this 5.0 era. This type of research locus in PAUD Rahmat, PAUD al-Irsyad al-Islamiyyah and PAUD al-Azhar Kediri. Some of the research instruments used were interview guides, observation, sheets and school documents which were then analyzed using the interactive analysis model Miles and Huberman. The results of this research show that PAUD teachers do not only need four competencies as contained in the Permendiknas Republik Indonesia number 16 of 2007, but also need special competencies to collaborate, namely counselling competence, an effort teachers in guiding their students to achieve self understanding and every information related to the surrounding environment.

A R T I C L E   I N F O

1. INTRODUCTION

Regulation of the Minister of National in Indonesia number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency states that to become a professional teacher need four main competencies, namely paedagogical comeptence, social competence, personal competence and professional competence (Fitriani dan Mursiati, 2017). All of them must continue to be upgraded by PAUD teachers which is they must have special competencies facing the 5.0 era. William Ayers in his book "The Good Preschool Teacher" states that to become a preschool teacher, need special skill and personality (Ayares, 1989). It means that the four competencies of a teacher in Sisdiknas Law number 14 of 2005 article 8 paragraph 1 is not enough. It happens because the adaptation needs of students in moving the environment they live in, from the family environment to the school environment, is enough to make their psychological condition unstable.

The role model figure that has traditionally been associated with parents is gradually shifting towards teachers, who now act as the second parents for children, regardless of the circumstances. In today's fast-paced world, where parents may be occupied with work or other responsibilities, teachers play a vital role in shaping the lives of young individuals. They not only provide education but also serve as mentors, guiding and nurturing students throughout their academic journey. Teachers instill values, impart knowledge, and inspire children to reach their full potential. With their dedication, passion, and unwavering support, teachers have become crucial figures in the lives of children, standing as role models who shape their character and help them navigate the complexities of the world.

This condition was exacerbated by the various challenges that emerged in the 5.0 era, such as technological developments that were not limited forcing teachers to upgrade their knowledge so that it would not be out of date (Latif, 2020). Teachers must be able to balance children's competence in using gadget, namely by generating positive vibes from the gadger. The second challenge is still related to technological developments, namely in the form of the magnitude of the influence of gadgets on children. Many information obtained from the Central Statistic Agency (BPS) for 2022 states that almost 90% of children access the internet for social media. This is very ironic, considering that the information available on the internet does not 100% contain educational elements (Rustam, 2015; luthfia et al., 2021). This challenge is complemented by the enormous demands parents have on PAUD teachers to conjure their children into perfect figure. The majority of parents want their children grow up into independent figures, both in terms of their cognitive thinking and in terms of mental maturity

Many research about PAUD teachers competence in 5.0 era has been done by reseachers like How to Teach in Preschool in Sweden? (Sheridan et al., 2011). This research is used as a comparison considering that Sweden is one of the developed country in the field of education. The second research is related to the competency of PAUD teachers seen from the student's point of view (Lillvist et al., 2014). This research showed that students need for competence's teachers like ini Permendiknas and has not met the needs of students in the 5.0 era. Recent research on the ways in which PAUD teachers explore professional learning in both theory and practice Wood and Bennett (2000) and the competence of PAUD teachers who collaborate between pedagogic competence and professional competence in educating students (Nasiopoulou et al., 2022). Both of these research examine the efforts made by PAUD teachers in collaborating on various competencies in controlling student needs in the 5.0 era.

Based on the explanation above, it can be concludes that PAUD teachers need special competencies in facing this 5.0 era. In this study, researchers took the research locus in three

places, those are PAUD Rahmat, PAUD al-Irsyad al-Islamiyyah, PAUD al-Azhar Kediri. The three PAUD institutions have the best quality in realizing quality and superior students, both in terms of cognitive.

2. METHODS

This research was conducted in three PAUD institutions in Kediri City, namely PAUD Rahmat, PAUD al-Irsyad al-Islamiyyah and PAUD al-Azhar Kediri. The research paradigm uses constructivism with the type of qualitative descriptive research over a period of three months, namely August – October 2022.

Data collection techniques are carried out through observations of the school environment, both pre research and during research where the researcher acts as an observer. The second technique is an interview where the questions given by the researcher are expansive and not based on the concepts that have been made. Researchers are expected to follow the flow so as to be able to get as much data as possible to support the research process. The third technique is documentation, in which researcher collect data from photos and documents related to teacher competence in the 5.0 era.

Research data sources include two things, namely primary data, comes from field observations and interviews with teachers, school principals and parents of students. The secondary data source comes from data that is not directly obtained form informants, such as learning documents, books and research journals that are relevant to the material. This can be used as material for discussion. The data has been collected then analyzed using the Miles and Huberman data analysis model. Including data condensation, data display, and drawing conclusions. The results of the conclusions will be tested for validity by triangulating methods and data sources.

3. RESULTS AND DISCUSSION
3.1. Result

The magnitude of the challenges faced by the children in 5.0 era made PAUD Rahmat, PAUD al-Irsyad al-Islamiyyah and PAUD al-Azhar Kediri take the initiative to maximize the teachers role in carrying out the learning process. As stated in Law number 14 of 2005 article 10 paragraph 1 that are four competencies that must be possessed by teachers, namely pedagogic competence, professional competence, social competence, and personality competence. Whatever and whenever the conditions are, these four competencies are prerequisites that must be met by prospective educators. The first competence is pedagogic competence. Based on Permendikbud number 137 of 2014, there are eleven indicators included in pedagogic competence, one of which is that teachers are able to organize and develop learning according to the existing curriculum and adapted to the stages of child development. The results of field observations stated that the qualifications of PAUD teachers in Rahmat were in accordance with existing standards, both in terms of academic qualifications and understanding of student characteristics. This condition was also found by researchers at PAUD al-Irsyad al-Islamiyyah and PAUD al-Azhar.

The second competency is professional competence, that is the possession of board insight into theoretical concepts both in terms of curriculum and existing scientific substance. This will be supported by mastery of technology and the development of appropriate learning models (Utami dan Hasanah, 2013). As seen in the learning documentary data, namely the number of videos related in learning materials. The majority of teachers already have a you

tube account to upload learning videos which will make it easier for students to listen to material wherever and whenever. So, the learning process does not only stop in the classroom

The third competence is social competence, that is teacher competence to communicate and interact effectivily with the environment inside and outside the school (Rahmawati dan Nartani, 2018; Ahmad, 2019). Communication is built in the form of two ways communication between teachers and parents of students. One simple example that has been done by PAUD al-Irsyad teachers in establishing interpersonal relationship with their students is by giving smiles and greetings when students begin to join the school environment area. Every student do shake hand with their teacher and the teacher welcomes him with a soft language and a touch of affection. In fact, it is not uncommon for teachers to ask how students are doing. Another thing that is also part of the teacher's routine agenda is visiting to the homes of students who have difficulties following the learning process. As was done by the teachers of PAUD al-Azhar and PAUD Rahmat Kediri who carry out this activity regularly as a form of approach outside the classroom to make closer relationships between teachers and students.

Communication between teachers and parents is enhanced through the effective utilization of various social media platforms, including WhatsApp groups, Telegram, and Google Meet. Additionally, regular meetings are organized every two months, which are mandatory for parents to attend. These meetings serve as valuable opportunities to strengthen the interpersonal relationships between teachers and parents. By leveraging technology and creating a space for open dialogue, teachers and parents can establish a collaborative partnership focused on the holistic development and academic progress of the students. Such communication channels not only facilitate the exchange of information but also foster a sense of trust, understanding, and shared responsibility, ultimately creating a supportive and nurturing educational environment for the children.

The fourth competency is personality competency. This competence has a significant influence on the quality of teaching teachers, both in terms of planning and implementing learning (Huda, 2018; Wardoyo, 2015). The teacher is a role model for children who can be used as idol and complete figures (Anggraeni, 2017). The actions and behavior of teachers serve as a powerful influence on children, as they often emulate and imitate what they see. Therefore, it is crucial for teachers to embody the role model figure (Uswah Hasanah) in all aspects of their lives. This goes beyond academic instruction and extends to personal conduct and values. Teachers are expected to actively participate in school activities, such as praying and reciting the Quran, as these actions demonstrate the integration of faith and character in their daily lives. By actively engaging in these activities, teachers not only reinforce the importance of religious practices but also inspire students to follow suit. Through their consistent demonstration of positive behavior, teachers can instill moral values, foster a sense of discipline, and encourage children to adopt virtuous habits. In this way, teachers play a vital role in shaping the character of their students, guiding them towards a path of righteousness and providing a strong foundation for their personal and spiritual growth.

3.2. Discussion

Several things that can be done by PAUD teachers in responding to the first challenge is collaborating two competencies, namely paedagogic competence and professional competence. The result of this collaboration is the integration of the learning curriculum with existing technology. Fogarty gives the meaning of Integrated Curriculum and Activity as

follows (Rahman, 2014). The Integrated Curriculum and Activity will be formed if it is supported by the Good Ecosystem and Tool and Plan of Ecosystem shows in **Figure 1**.
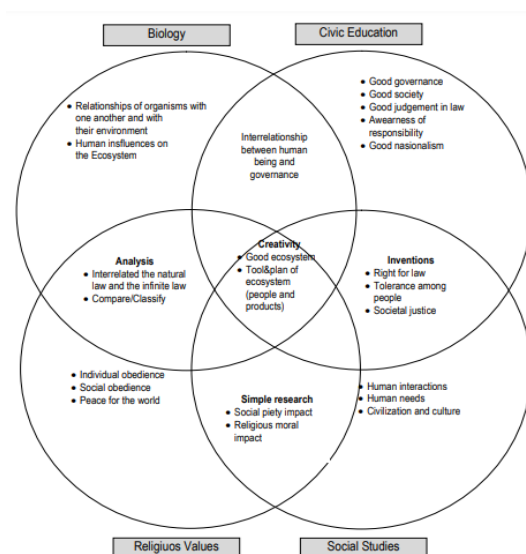

Figure 1. Integrated Curriculum and Activity.

This is manifested in the form of activities carried out by teachers in developing creative learning models, both in terms of strategies, method, technique and tactic used in learning model used. The selection of this learning model is based on the teacher's understanding of student characteristics which include physical, moral, cultural, emotional and intellectual aspect (Majcen and Drvodelić, 2022). So that the teacher does not only act as a teaching staff, but also as an educator who is obliged to educate students to be better.

Another thing that can also be done by teachers is to maximize the role of media technology and digital literacy to modify learning models. In this 5.0 era, learning media is not only limited to media in class through educational teaching aids (APE), but teachers can also take advantage of social media and digital literacy which are related to the subject matter (Maksimović and Dimić). Lots of animation-based lesson content that can be used as a visual learning medium and will give another colour during the learning process. This condition will ultimately encourage teachers to be more skilled in creating interesting lesson content on Youtube so that students can repeat course material whenever and wherever they are (Pečiuliauskiene and Barkauskaite, 2007; Malik, 2018). The positive effect is that students can enjoy the learning process from start to finish (Luthfia et al., 2021).

The second challenge is the existence of gadgets that cannot be separates from children. The negative effect will appear in child development, especially in social and emotional aspect, such as selfishness and individualism (Rismala et al., 2021; Ariston dan Frahasini, 2018; Annisa et al., 2022). This requires the teacher's social competence in the form of emotional stability in educating children where this role will not be replaced by anything (Anwar et al., 2022). The possession of this social competence is an implementation of Lynch and Simpson theory which states that through social competence, teachers will manage student's emotions by training and familiarizing them to have an empathetic attitude that is able to position their friend to be part of themselves (Han and Kemple, 2006; Nita, 2021; Rakap et al., 2018; Vahedi et al., 2012; Kiliç, 2015).

This social competence can run optimally if there is full support from parents. Marrison stated that parents have a big role in shaping children's emotional maturity. Communication

between parents and children must be improved so that their bonding can be formed both physically and spiritually. When the child system in the family is well formed, it will be easy for the teacher to coordinate and cooperate with parents in order to form an independent child's personality (Mashrabjonovich, 2022; Yusof and Halim, 2014). This collaboration between teachers and parents is fully supported by the school which regularly organizes parenting education activities by bringing in several expert of education.

The third challenge is the amount of parents' demands on PAUD teachers to conjure their children to be perfect figures, both in terms of cognitive thinking and in terms of mental maturity. To realize a perfect figure, the teacher must also be a perfect figure in the eyes of the child. The meaning of perfect that emerges is the teacher's ownership of pedagogic competence, that is the teacher must be qualified in the cognitive aspect. Some alternatives that can be done are having linguistic competence, especially in English language. Many kind of the content in digital media uses English. In addition, teachers must also be active in participating in various scientific activities, such as seminars, workshops, and other supporting activities that will indirectly build peer relations with various parties, such as education expert, psychologists and so on (Suryawan et al., 2017). In the simple way, all of the discussion above can be summarized in the **Table 1., Table 2.,** and **Table 3.**

1. The first challenge in 5.0 era is unlimited technological development

Table 1. Teacher's competence part I.

Teacher's Activities	Teacher Competence
Develop creative learning models that are in accordance with student characteristic, (like Integrated Curriculum and Activity) and are able to think critically	Paedagogic competence
Becoming a professional teacher is viewed from various aspect, that is being able to master the characteristics of students both from the physically, moral, cultural, emotional and intellectual aspect.	Professional competence
Maximizing the role of technology and digital literacy in modifying learning tools	Professional competence

2. The second challenge is the exiztence of gadget that can't be separated from children

Table 2. Teacher's competence part II.

Teacher's Activities	Teacher Competence
Improving professionalism that relies on the norms and ethics of the teaching profession	Personal competence
Creating the coordination and cooperation with parents	Social competence
Creating a peer to peer relationship with a psychology	Social competence

Table 3. Teacher's competence part III.

Teacher's Activities	Teacher Competence
Improving language skills	Paedagogic competence
Improving self-quality by participating in various activities such as seminars, workshop, and so on	Professional competence
Building peer relationship with several expert	Social competence

These four competencies possessed by PAUD teachers will provide maximum results if the teacher has counselling competence, that is a competency is able to assist students in achieving self-understanding and information related to the surrounding environment (Pietrofesa, 1978). It is undeniable that the transfer of care from parents at home to teachers at school makes the child's mental condition unstable. This will have an influence on the implementation of the learning process both pre or post. Qasthalani stated that actually the child's problem is not only in the difficulty of understanding teaching materials but is still related to psychological problems.

Many various counselling services have been carried out by PAUD teachers in Kediri, including: (1) orientation service, where at the beginning of joining school, teachers with their social competence help students to understand the environment, starting from introducing teachers, friends, and the curriculum that will be lived during school in PAUD; (2) content mastery service. Through pedagogical and professional competencies, teachers provide information and knowledge related for learning materials both inside and outside the classroom. Not only that, the teacher also guides students to explore the potential that exists within them. This has an important role considering that parents should know and understand their child's talent as early as possible; (3) individual counselling services. A service provided by the teacher in accompanying students personally. This is based on the provision of personality competencies that the teacher already has so that students can feel comfortable and safe when they are in the school environment, as well as, and (4) consulting and mediation service. A service that supports the social competence of teachers in establishing collaboration, both with students, parents or with colleagues. Without this service, communication between each other will never be well established. It also happens in collaboration between schools with stakeholders.

4. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

5. CONCLUSION

There are many kinds of challenges that must be faced by the world of education, especially PAUD institutions in the 5.0 era. It has forced PAUD teachers to immediately upgrade their competencies. The teacher's position as the front guard in the field of education is expected to be a shield to provide solutions for existing problems. This can be done through special competencies that PAUD teachers must have. That is pedagogic, social, personality, professional and counselling competencies. These five competencies must be collaborated to

achieve educational goals in accordance with National Education System Law number 20 of 2003.

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