

Pedagogic Competence of Teachers in Developing Early Childhood Literacy Skills

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Abstract. One of the factors that affect children's education in PAUD is the pedagogical competence of teachers. This competence must be owned by educators to develop all potential in learners. Many educators are still lacking in developing their pedagogical potential, from this it is important to conduct research on the pedagogical competence of teachers in PAUD institutions. Based on this, this study aims to research and analyze the pedagogical competence of teachers in the Wadas Kelir PlayGroup in developing early childhood literacy skills. The subject of this study was a PAUD teacher in the Wadas Kelir PlayGroup. Data collection techniques in the form of observations, interviews and documentation. Data analysis techniques are done descriptively. The results of the data analysis conducted showed that teachers in the Wadas Kelir PlayGroup had good pedagogical abilities in accordance with the 2007 decree, especially in developing literacy skills in early childhood. The practices carried out are in line with freedrich Wilhelm Froebel who discussed the competencies that must be possessed by a teacher in the PAUD institution. One of froebel's ideas is about the role of teachers and also about the gift and occupations in the learning process.

Keywords: Pedagogy, Literacy, Early Childhood

1 Introduction

The most important competence that educators must have is pedagogic competence. Pedagogic competence is very important because with this competency, educators can manage learning optimally. Educators must learn optimally in order to master pedagogical competencies both in theory and practice, this is intended so that educators do not experience difficulties in teaching. With pedagogical competence, teachers will have the ability to manage student learning, understanding of students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.

The potential that children have can develop optimally if educators or parents have the ability to develop it. One of the potentials that can be developed in students in early childhood education institutions is literacy skills. If this ability is developed to the maximum, it will have a good impact on the potential of other children. The development of literacy skills in early childhood education institutions is strongly influenced by the quality of teachers in carrying out

learning. Therefore, teachers are required to master or have pedagogical abilities both in theory and practice. Thus, teachers can design literacy learning according to the level of development and joy of children. [7]

The acquisition of children's literacy skills occurs from an early age, this is in accordance with Snow's statement in Hoff who is of the view that children who are at the age of 2 to 5 years have begun to show their literacy skills. In this age range, children are at the ECCE level, therefore early childhood education institutions are one of the institutions that are the beginning to form the readiness of students at the next level of education. Literacy skills in early childhood are obtained naturally according to the initial literacy period, which is from the time the child is 3 years old. It is at an early age that the child already has the ability to identify the book from the cover, begin to write letters, hear the story, and is often seen pretending to read a book. Meanwhile, at the age of 3-4 years, children already have the ability to know writing that is still simple, connect stories and reality, know different language sounds, and have an interest in reading books. The age after that, that is, at the age of 5 years, the child must have the ability to estimate the plot in the story listed in the book and have the ability to write down the name with the word spelled to him. [1]

One of the early childhood education institutions that has developed a program of activities through the pedagogical abilities of its teachers is the Wadas Kelir Playgroup. Wadas Kelir Playgroup is an early childhood education institution located in Purwokerto, Banyumas Regency. This institution is known as one of the institutions that focuses on developing literacy in its students. This is in accordance with the literacy village program in wadas kelir which was rebranded in 2017. From here, researchers chose the Wadas Kelir Playgroup as the research site. [13]

Several studies have shown that the pedagogical ability of teachers is very influential on the development of students. some of the researches that discuss the importance of pedagogical abilities are Sum and Theresia Alviani, Sri Yulianti, Sri Hariani, and many more. Research conducted by previous researchers found that teachers' pedagogical abilities in learning in early childhood educational institutions are very important. With this ability, teachers will be more creative and free in designing learning in the classroom, so that children will be happier in carrying out learning. Based on the literature review that has been carried out, most researchers only examine the urgency of teachers' pedagogical abilities in carrying out learning. In this study, researchers conducted a different study, namely examining the pedagogical competence of teachers in developing early childhood literacy skills in educational institutions of this age. This research has three formulations of problems that will be discussed in it. The first is about how important the pedagogical abilities of teachers are in carrying out literacy in early childhood educational institutions. Second, how can teachers' pedagogical abilities develop early childhood literacy skills. And the third is why the pedagogical abilities of teachers can develop literacy abilities in early childhood. From the questions that have been formulated above, this study aims to analyze the relationship between the pedagogical ability of teachers and the development of early childhood literacy skills based on the theory of Friederich Wilhem Froebel.

This article is the result of research conducted in the field and then described descriptively qualitatively. In taking the data, the researchers carried out documentation techniques, observations, and interviews conducted in the Wadas Kelir Purwokerto playgroup. The subjects in this study were teachers, students, and parents. The number of respondents studied was 20 respondents consisting of teachers, students, and parents with the determination of respondents using sampling techniques.

In this study, researchers tried to explore the pedagogical competence of teachers in the Wadas Kelir Playgroup which was considered to have an influence on the development of students. In analyzing the data that has been collected in the field, researchers use descriptive analysis, namely by writing down images related to the problem under qualitative study. Furthermore, the researcher collects data and analyzes it in depth and afterwards it is written descriptively.

2 Research methods

This research was conducted using a qualitative approach. As a qualitative approach provides detailed information on the type of study and the process of collecting analytical data. This research also uses the literature study method. Literature study is the process of finding theoretical references that are relevant to the case or discussion that the author wants to discuss.

3 Results and Discussion

3.1. Pedagogic Abilities

Pedagogic competence can be interpreted as a series of skills, knowledge, and behaviors that every educator must have, which is further implemented in the practice of teaching and learning in the classroom. Based on PP number 19 of 2005 which discusses national education standards in article 28 paragraph (3) in point a which contains; Pedagogic competence is one of the abilities that must be possessed by every educator in managing student learning in which there is the ability to understand students, design and implement learning, evaluate learning and develop the potential possessed by each student. [10]

Sadulloh in his book argues that "pedagogic is a theory and study that elitistly, critically and objectively develops its concepts regarding the nature of man, the nature of the child, the purpose of education and the nature of the educational process". From the description submitted by Sadulloh, it can be concluded that pedagogic competence consists of mastery of students, mastery of learning materials, being able to develop curriculum, being able to practice the teaching and learning process, being able to use information and communication technology, providing facilities for the needs of students, carrying out effective communication, assessing and evaluating learning outcomes. From here, an educator is required to have an understanding and ability related to pedagogic competence. [8]

3.2. Pedagogic Abilities Based on the Theory of Fredrich Wilhelm Froebel

Friedrich Wilhelm Froebel was one of the experts focused on early childhood education who was born in Germany on April 21, 1782 and died on June 21, 1852 precisely at the age of 70. Froebel himself is better known as the Father of Kindergarten. His thoughts about the child were much influenced by comenius and Pestalozi. Froebel was of the view that the child was likened to a seed planted, beginning to grow, removing buds, and growing from a plant ready to bear fruit. Froebel likens educators to having a role as gardeners who take care of plants, educators have a role in paying attention to the development of students' natural maturity and providing activities that can motivate students in carrying out the teaching and learning process so that students have readiness to learn with teachers. [9]

In the course of his life, Froebel has contributed to children, namely with his belief that children develop through openness, equating children like growing plants, and the most important

thoughts are about the gift and work (occupations) in the learning process. Gift is one of the objects that can be used by children in accordance with the orders and directions of the educator. From here, students can learn about colors, shapes, sizes, and concepts obtained by calculating, comparing, measuring, and distinguishing. This gift consists of six gifts, including a wooden box in which there are several kinds of items that can help students to learn gradually, starting from simple problems to increasingly complex problems. Meanwhile, occupations are learning materials that have been designed to develop various main skills, including psychomotor skills through sewing activities through stitching boards, making shapes by the way children scratch follow points, making candles, thrashing, making shapes using scissors, drawing, and folding paper. [14]

The principle of education according to Froebel is that the human being is drawn or emphasized to observe the phenomena and facts that exist around him independently, either from one of his characters or the overall view of space and time. Froebel views man as a whole whole by ignoring gifts in particular. Ignoring is explained by an analogy, ignoring developments will result in a painful impact, how is the understanding of life cleansed? The answer is that a thorough awareness is required at each period. First by specializing the time of education, what is ensured, emphasizing on the self-awareness that has sought to increase its consciousness to be activated. [14]

Family education becomes the main educational institution for children in their lives is very important, this is because the child's life in childhood is a determinant for the child's life in the future. Froebel is of the view that education has an important role in stimulating children's development reasonably. Foebel adopted the term garden as a symbol for the child's education. If the child from a young age gets the right parenting pattern, then it is the same with plants that will develop optimally if they get the right care. From this it is likened that a young plant will develop reasonably following its own laws and the care it gets. Education in ECCE institutions must follow the characteristics and traits of each student. Therefore, playing is one of the most appropriate methods in carrying out learning in early childhood. Early childhood also learns through what he captures from the environment around him. Froebel believes in the importance of teachers to have the ability to develop learning, especially through play activities. [16]

After understanding the pedagogical abilities of teachers, we can conclude that there are at least three important things that a teacher must have in educating children, this is also stated in the Minister of National Education number 16 of 2007 concerning academic qualification standards and teacher competencies; among them are: [18]

1. Mastering the Characteristics of Learners
2. Mastering learning theories and principles of educational learning principles
3. Develop a curriculum that is related to the development of students
4. Conducting educational development activities
5. Developing ICT for the procurement of educational development activities
6. Facilitate activities that can develop students to actualize all the potential that students have.
7. Communicate politely, empathically, and effectively to students.
8. Evaluate and assess learning processes and outcomes
9. Using assessment results as learning considerations
10. Reflecting on all activities to improve the quality of teaching and learning

3.3. Early Childhood Literacy

Literacy is a word we often listen to. Literacy is one of the abilities that must be possessed by everyone as the spearhead in the world of education. The growing culture of literacy has a very important role in the world of education or in the life of society. The more knowledge develops, the easier it is for a person to establish relationships with other people. So we will not easily give judgment to others, especially about their mistakes because we have begun to look at things not only from one point of view. On October 28, 2007, the government of the Republic of Indonesia has established a movement that must develop in the community, namely the national literacy movement. This movement is a manifestation of the implementation of the minister of education and culture regulation No. 23 of 2015. [2]

Instilling and developing students' interest and love in literacy can increase optimal success if implemented from an early age compared to the ages after. Piaget gives a statement that if the child is in adulthood, it will be more difficult to give lessons and the more material must be learned in the future. This is because early age is the golden age, where human intellectuals reach the level of half, then at the age of eight, children's intellectuals can reach 80%. Education based on literacy activities has an impact in providing support for child development. [5]

Piaget dalam Sujiono (2011) states that one of the factors that favor children's development is learning to read and write. Efforts to optimize this development require the right encouragement and stimulus, namely by stimulating education. The provision of educational stimuli that can be done in early childhood includes through early childhood education institutions. [5]

Literacy is interpreted not only as reading and writing, but has experienced the development of the meaning of social practice and skills in understanding attitudes, texts, and numbers. The focus on early childhood literacy activities is the existence of a process on emphasizing reading, writing, and counting. One part of language development is through literacy that can be used as provision in the future. Reading can be interpreted by studying or studying the meaning in the text, either in the form of oral or silent with the aim of obtaining information and understanding about the content in writing. In addition, literacy at the age of 0 to 6 years is not only interpreted as reading and writing. However, it is also an activity that has a relationship with increasing mutual respect, criticizing, and utilizing the information obtained for the provision of life. [11]

Froebel has the view that early childhood has stages of development. Some of the stages of development experienced by the child must be seen as a whole whole. Children have potential, this potential can be lost if they do not get coaching and development. In the first year in the child's life will largely determine the life of the child in the future. From here, it emerged that the steatmen of early childhood is the golden age (the golfen age) for the process of providing education. Childhood is a very fundamental period for the process of early childhood development. This is because at this time there is an optimal opportunity to shape a person's person and character. From here, kite knows that teachers or parents have a very important role in developing all the potential that early childhood has, including the development of their literacy skills.[6]

3.4. Pedagogic Skills in the Development of Early Childhood Literacy in KB Wadas Kelir

The teacher in the process of implementing learning must be professional. This professionalism is closely related to the ability of teachers to realize and actualize the abilities required of all teachers. This competence can indicate the qualities of a real teacher. This competence can be seen through the mastery of the teacher in his knowledge and practice in any educational

process. In developing early childhood literacy skills, intense direction and guidance are needed. This can be done through learning designs that appeal to children by adjusting the characteristics of early childhood. Thus, early childhood will follow the learning process happily and be able to accept the material presented in the learning. No exception is also the development of literacy skills in early childhood. [12]

The wadas kelir playgroup is one of the institutions that develops every activity with literacy. In the wadas kelir Playgroup, learning is oriented towards the development of literacy activities. In fact, to support the program, the Wadas Kelir Playgroup has integrated literacy into one of its learning curricula. In this regard, teachers in the Wadas Kelir Playgroup always innovate and evaluate in implementing a curriculum that is integrated with literacy activities so that learning runs effectively and efficiently. This innovation and evaluation is inseparable from the role and ability of teachers in mastering situations and managing their learning. [4]

One of the creativity that describes the pedagogical ability or competence of teachers in the wadas kelir playgroup is the development of early childhood literacy skills through reading activities aloud. Jim Trelease in his article "The Read Aloud Handbook" suggests that read aloud is not only limited to reading books to children in a loud voice. However, it is defined as teaching aimed at early childhood in order to have a passion and interest in reading. Literacy development in children aged 0-6 years can be done with read aloud activities. Before the learning process begins, the teacher can carry out activities to read books according to the interests of the child. [7]

Literacy development activities developed in the wadas kelir playgroup, one of which is the read aloud activity program. This program is one of the leading programs in developing early childhood literacy skills there. In this activity, the teacher will read a book that the child likes aloud. The implementation of this activity has the aim of making children love books and increasing children's interest in reading books. When the child begins to ask to be read a book, this is where the child will freely listen to the books being read and hopefully the child's literacy skills will develop.

During the implementation of learning, teachers in the Wadas Kelir Playgroup carry out several activities to develop children's literacy skills. The activities carried out to develop early childhood literacy skills there are by combining learning with story literacy in accordance with the theme of ongoing learning. In this case, the process of children's learning activities in KB Wadas kelir always begins with reading activities (read a book), writing (using activity sheets), and thinking (by giving questions to the child). The books used to read aloud to children are story books in which they contain illustrated images in accordance with the theme of learning.

After reading the book, the child will start other learning activities that involve other aspects of the child's development such as involving motor movements in early childhood. Thus, children will begin to know and develop their literacy skills, especially language literacy (writing). [3- In the learning activities in the Wadas Kelir Playgroup, the teacher has a position as an emphasis on the learning activities carried out by children every day. The reflection activities carried out by teachers in kb wadas kelir are in the form of providing questions, appreciation, quiz, and how children reflect on the learning process by realizing the form of children's expression about learning and literacy activities that have been carried out previously. This appreciation is carried out with several literacy activities involving teachers, children, and parents.

One of the efforts made by teachers to encourage children is to give gifts to children (gifts). This gift to students is given to children who have borrowed books 15 times through note points. From here the child will get an award as a reading ambassador and will get a gift from the teacher. The giving of this gift is carried out once a month. From here, it is hoped that children will feel excited to continue learning and reading / reading books, parents will also be proud to see their children. Prizes are also given to those who manage to capture the best poses when read a book. This photo is requested by the institution once a month, which is a photo of the activity of reading parents and children's books when at home. The photos received will be selected according to predetermined criteria, then the best photos will be taken to be awarded from the institution.

4 Conclusion

From the results of the research conducted, it is stated that pedagogic abilities are mandatory for every teacher, especially in educational institutions of children of this age. This is because early childhood is a child who is at the golden age, which is the age of 0-6 years. Where at this age the child's ability is at a sensitive period, even children who are at this age are hoisted like a sponge that absorbs the water around them. So it is very important to get assistance and development from teachers or parents. Teachers in the wadas kelir playgroup institution are among the few early childhood institutions that have pedagogical abilities to develop the potential of early childhood. One of them is the development of literacy skills in early childhood. The development of literacy in the playgroup wadas kelir was designed creatively by developing Froebel's theory. Where, during learning, the teacher serves as a companion and facilitator. The provision of work and gifts in every literacy development activity in early childhood is always carried out by teachers there. Thus, the development of early childhood literacy skills is one of the excellent programs in the Wadas Kelir Playgroup.

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