



Competency of Early Children Education Teachers

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ABSTRACT

Education is one of the important sectors of development in every country. Education aims to develop a child's potential to have religious spiritual power, control self, and personality, possess intelligence, and morals glorious, as well as own necessary skills as members of society and citizens. The purpose of this research is to describe condition objective competencies of quality of Early children education Teachers in Jakarta. In this study, there were 4 Early children education teachers' competencies were used as the study, namely 1) professional competence 2) Pedagogic competence 3) Social competence 4) personality competence which was conducted on 300 respondents using a purposive sampling technique representing 5 regions in Jakarta. The results of the research on the competence of Early children education teachers in Jakarta are very high, professional, pedagogical, social, and personality competencies ranging from 3.20 -5. The combined competence of Early children education teachers in Jakarta is generally quite high, with a moderate to very high range (range of scores between 3.20 to 5) with a high average score (4.37). At the provincial level of Jakarta, the average score is 4.37, while at the municipal level, it ranges from 4.30 to 4.53. The district with the highest average score for EARLY CHILDREN EDUCATION teacher personality competence, namely 4.53, is East Jakarta.

INTRODUCTION

Education is a business for increasing the well-being life man and parts from development national. Education is expected to contribute to developing the generation of successor nations becoming quality citizens in the future. Education is carried out to build quality human resources that are reliable and have a global perspective. The quality of education in Indonesia still does not meet expectations, especially the quality of teachers in Indonesia, both from elementary to senior levels. Therefore, the government is making various efforts to improve the quality of education in Indonesia by issuing a teacher and lecturer certification policy with the enactment of Law Number 14 of 2005 which is expected to provide impetus to increasing the dignity of the teacher as a profession, dignity in terms of recognition of the job both in terms of formal as well as recognition from the public as users of professional services. Efforts made by the government in the context of preparing teachers in Indonesia to improve the quality of national education. Teacher qualifications and competencies in Indonesia are regulated in Permendiknas number 16 of 2007 concerning teacher quality and competence (Kindergarten, Elementary School, Junior High School, Senior High School, and Vocational High School). During the new normal, studies by Nurul Aprida et al. (2022) show that in the influence competence of EARLY CHILDREN EDUCATION teachers in increased Power pull learning, they have percentage influence by 63.7%, then have linkages between knowledge competence in teachers with enhancement interest learn in children.

Teacher competence is knowledge, expertise mandatory attitude possessed by teachers in the educational process going on or in doing their job. Competence possessed by each teacher displays the true quality of teachers, competence the want materialized in existing ability knowledge, expertise or internal professional behavior carry out to use as a teacher (Nur and Fatonah 2022). Teacher competence in Indonesia has produced group problems among teachers of Early Childhood Learning (EARLY CHILDREN EDUCATION). Some EARLY CHILDREN EDUCATION teachers have competence in line with standards as well as code teacher professional ethics, as well part others face problems in carrying out task trees, use and responsibility he replied as a professional teacher (Toyba Humaida and Munastiwi 2022). The era of society 5.0 brings challenges new in the world of learning experience challenges this teacher needs readiness and suitable competency with the period of society 5.0 (Rumko and Diana 2022). At the time of 4.0 according to Herlina, Erisna, and Fitria (2020), teacher competence in upgrade quality learning show that : (1) Case learning in Indonesia when This is low-quality learning compared with other lands; (2) Learning 4.0 is the answer from the industrial revolution 4.0 in the world of learning; (3) The position of the teacher is not replaced during the revolution industry 4.0. Trigger low teacher competencies in Indonesia include: 1) no suitable discipline knowledge with field effective research, 2) teacher qualifications that have not equivalent to undergraduate, 3) Increase Program Profession Prolonged (PKB) teachers who are still low, 4) teacher recruitment that has not efficient (Herlina et al. 2020). Learning as well as teacher training is one alternative in upgrade competency (Toyba Humaida and Munastiwi 2022).

According to Toyba Humaida and Munastiwi (2022), a study shows that skill competencies possessed by EARLY CHILDREN EDUCATION teachers greatly affect expertise in managerial class. The role of the teacher as a demonstrator, manager of class, mediator as well facilitator, and evaluator requires capable teachers to manage their roles and resources power you have in a manner efficient as well as effective so from that competence and teacher management are needed most of all because holds 2 tasks all problem principal, that is teaching as well as management class.

In response to revolutionary demands, the industry is not only tied to one side just. For example, override displacement position man who can be replaced by technology. Indeed respond problem the need looked other aspects eg with looked if aspects used are more focused on the expertise of the human a kind of supervision, creativity-making technology, as well as emotional intelligence (Santoso 2018). Utilization of educational media is competent means For EARLY CHILDREN EDUCATION teachers, counted hook technology so that Can fulfill the need education Generation Z. But some teachers still are facing obstacle in using educational media closely related to technology (Chairany Fadilah, Riswanti Rini 2019). According to Finita Dewi, and Risty Justicia (2022), Children's education age early in circumstances exclusive requires teachers to play the role of creator of deep online education with little time In order to do good emergency remote learning the teachers are obliged to provide skills to understand pedagogic content knowledge technology. Skill using educational media-based technology in the PJJ period is very necessary so education is not monotone as well as boring for child age early. In produce, good education teachers can base media technology in education. This time, technology already provides part services that allow teachers to create sort media-based technology that can use while in class. According to Hibana (2021), his studies show that teachers' digital competence efforts to increase achievements in education child age early have enough influence significant on teacher's digital competence with enhancement achievements in the education child age.

According to Hestaliana (2021), one influencing aspect of learning children in preschool is competent teacher pedagogy, indicator planning from drafting device curriculum, designing interesting learning interests for sons, and collecting information or reading-related respective themes and sub-themes. The more good/high motivation work an early childhood teacher the more competent the pedagogic is good/high too (Chairany Fadilah, Riswanti Rini 2019). Lesson Study is believed a possible effort to raise teacher competence because initiated by the teacher as well as character collaborative, so the application of lesson study affects increase competence pedagogic as well as competence of reliable teachers (N and Librianty 2022).

Qualified Kindergarten/EARLY CHILDREN EDUCATION teachers carry out the duties, functions, roles, and obligations of their teacher. For advanced EARLY CHILDREN EDUCATION, teachers must own four competence namely; 1. Competence Personality, 2. Competence Professional, 3. Competence Pedagogic, and 4. Competence Social (PPRI No. 19 of 2005 Chapter VI article 28 paragraph 3). Based on studies introduced made researchers in the field found

that the interest public in EARLY CHILDREN'S EDUCATION/ Kindergarten increases from year to year.

LITERATURE REVIEW

Definition of Competence

Competence in Indonesian is defined as skills or abilities. There are several definitions and competencies according to experts as follows:

" *Descriptive of qualitative nature or teacher behavior appears to be entirely meaningful when translated into Competence is a description of the qualitative nature of teacher behavior which appears to be very significant (Broke and Stone 1975)*".

Standards For Educator and Education Personnel

Early Childhood Education is the professional in duty planning, implementing the learning process, and assessing results of learning, as well do guidance, care, and protection of child education. **EARLY CHILDREN EDUCATION** educators work in a variety of types of service well on tracks formal and non-formal education such as kindergarten, PPlay group, TPA, and other equivalent forms. There are two **EARLY CHILDREN EDUCATION** educators namely;

1. The formal education path consists of teachers and accompanying teachers;
2. whereas **EARLY CHILDREN EDUCATION** educators on non-formal pathways consist of teachers, companion teachers, and caregivers.

Education personnel on duty carry out administration, management, development, supervision, and service technicians to support the educational process in EARLY CHILDREN EDUCATION institutions. Education personnel consists of Superintendent/overseer, Chief Schools, Managers, Administration, and Officers Cleanliness. Education staff is divided into 2, namely:

1. Formal line consists of Supervisors, heads of KINDERGARTEN, Administrative Personnel, and Officers' Cleanliness.
2. Informal pathway consists of top; Supervisors, Managers, Administration, and Officers' Cleanliness.

Standards For Educator

1. Qualifications Teacher Academic and Competency

The qualifications and competencies of EARLY CHILDREN EDUCATION teachers are based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning Standard Qualification Teacher Academic and Competencies along with attachment. For EARLY CHILDREN EDUCATION teachers in line formal education (kindergarten and equivalent) and EARLY CHILDREN EDUCATION teachers in non-formal education (playgroup and those with degrees) that have not to fulfill qualification academic and competence called Companion Teachers and Caregivers.

2. Qualification Academics and Competencies of Associate Teachers

A. Qualification Academic;

- Own a kindergarten teacher education DII diploma from Accredited Higher Education; or

- Have a minimum senior high school or equal and own certificate accredited **EARLY CHILDREN EDUCATION** training/education/courses.

B. Competence

- ***Pedagogic Competence***; the ability to manage student learning which includes understanding students, designing and implementing learning, evaluating learning outcomes, developing students, designing and implementing learning, evaluating learning outcomes, and developing students to actualize their various potentials.
- ***Personality Competence***, namely: the personality of educators who are steady, stable, mature, wise, and authoritative, become role models for students, and have noble characters.
- ***Professional Competence***, namely: The ability of educators to master learning material broadly and in-depth which allows them to guide students to acquire the competencies they set.
- ***Social Competence***, namely: The ability of educators to communicate and interact effectively with students, fellow educators, educational staff, parents/guardians of students, and the community.

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, and evaluating students in early childhood education in non-formal and formal education. Competence is a set of knowledge, skills, and behaviors that must be owned, internalized, and mastered by a teacher or lecturer in carrying out professional duties.

RESEARCH METHODOLOGY

Approaches and Methods

The study aims to describe and provide information about perceptions and collect input from various sources persons related to the competence of EARLY CHILDREN EDUCATION accompanying teachers in Jakarta. The selection of research settings was carried out on research subjects who had been selected using purposive sampling, by establishing relationships with educators and administrators so that data collection could run well, and observing when their free time was in the process of learning.

Research Objectives

The target of this study is an EARLY CHILDREN EDUCATION teacher, in 5 areas of Jakarta consisting of Central Jakarta, East Jakarta, West Jakarta, South Jakarta, and North Jakarta. Determination target study in a field survey (approx quantitative) used *quota samples* sampling technique that is taking element samples in a manner any until fulfilled desired amount and earlier sample made layers especially first, that is questionnaire arranged with categorization questionnaire for the teacher. This sample categorization is also included in *technique-restricted samples* ie samples pulled from a population that has grouped more first. Until the number of samples reached 300 respondents who were selected with the following criteria:

1. Early childhood assistant teacher.
2. Minimum education is **Senior High School** and a certificate/course/expertise.

RESULTS AND DISCUSSION

Teacher's condition

The problem of our education is facing today is quality must education is done through efforts to enhance teacher quality, and accompanying teachers. However, reality shows that the quality of EARLY CHILDREN EDUCATION teachers in Jakarta is still various. This among other things caused by no fulfillment of quality minimum S1 education for EARLY CHILDREN EDUCATION teachers. At now the number of EARLY CHILDREN EDUCATION teachers reached 252,000 people. 15.7% have an undergraduate degree, and 24% of others originate from D-1 and D-3. The remaining 60.6% have qualifications not enough from D2. Jakarta itself has established 1,860 EARLY CHILDREN EDUCATION institutions with 7,000 teachers with level education that averages high school and 48,000 students (data from Jakarta Provincial Government). Problems faced by kindergarten/EARLY CHILDREN EDUCATION teachers in enhancing professionalism are conditions no finance possible for continuing studies college high, no get used to doing research and action class, less creative for stages growth and development child Good in manner physique nor psychic, less creative in exploring the basic concepts of each scope of development and less creative to organize or use game tools for the benefit of the learning process, as well not enough creative create nor do appropriate games with themes learning in the learning process.

The current program for increasing the professionalism of kindergarten/EARLY CHILDREN EDUCATION teachers is for kindergarten/EARLY CHILDREN EDUCATION teachers who are able to continue their studies in tertiary institutions in the Early Childhood Education Teacher Education (PGEARLY CHILDREN EDUCATION) study program, or actively participate in various professional pieces of training held by various agencies and their participation the government to facilitate through the continuous professional development and training movement based on kindergarten clusters, while for kindergarten teachers who are less able, they improve their professionalism through activities carried out in each kindergarten cluster. This study tries to reveal the level of teacher competence based on predetermined criteria.

Most of the accompanying teachers in Early Childhood Education (EARLY CHILDREN EDUCATION) in the Special Capital Region of Jakarta who were respondents in this study were temporary (honorary) teachers. Of the 300 respondents, only 13 people (4.33%) were permanent assistant teachers, with employee identification numbers or employee identification numbers, and all were in North Jakarta Regency.

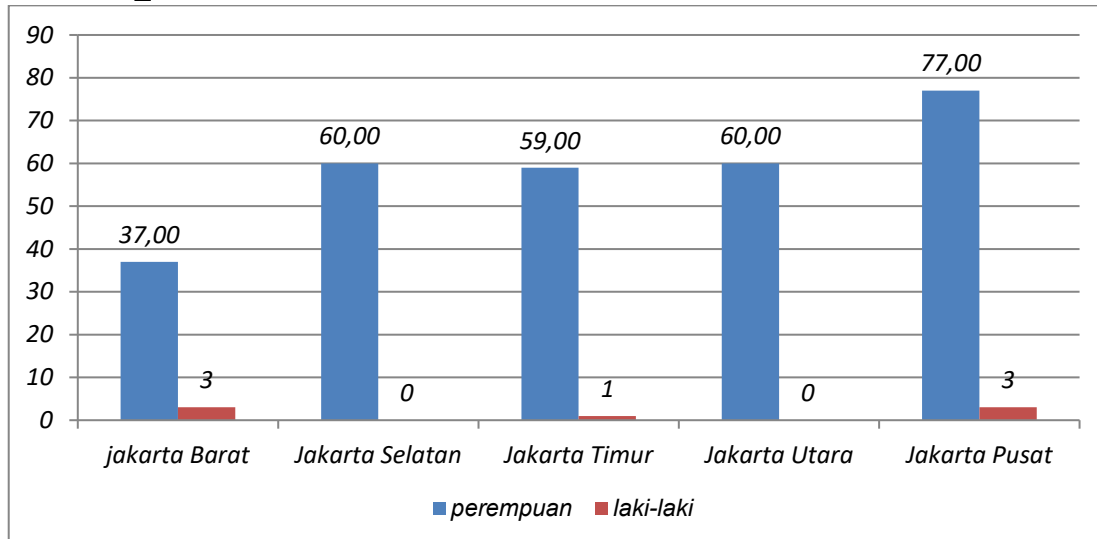
Gender

The study findings show that the proportion of gender who become assistant teachers in Early Childhood Education (EARLY CHILDREN EDUCATION), is more dominated by women the size/number of... and only a

very small proportion are male. For the whole of Jakarta, only 7 male respondents (2.3%), while the distribution in each district is: West Jakarta three people (7.5%), East Jakarta one person (1.7%), and Central Jakarta 3 people (3.75%) as shown in graph 1.

Graph1.

Gender _



Source based on field research results in September 2012

Age

EARLY CHILDREN EDUCATION assistant teachers in Jakarta are generally of productive age. The age of the respondents ranged from 20 years to 70 years, with an average age of 38 years and two months. Of the 300 respondents in Jakarta, only 11 people were aged over 55 years (3.7%), spread across South Jakarta districts two people (3.3%), East Jakarta seven people (11.7%), and North Jakarta two people (5%). All of the accompanying EARLY CHILDREN EDUCATION teachers who are over 55 years old are female, have D1 education, and have worked for seven years and under. This suggests that they started teaching after they were close to 50 years old.

The Years of Service and Education Level

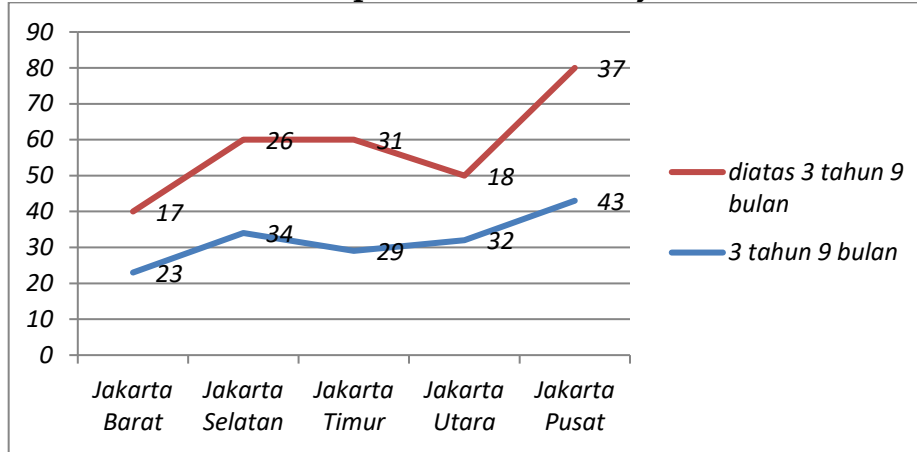
The working period of the accompanying teachers in the EARLY CHILDREN EDUCATION where they teach ranges from one month to 28 years and 10 months, with an average of 3 years and 9 months. The number of respondents with years of service above the average (> 3 years and 9 months) at Jakarta level was 129 people or 43%, while the highest percentage of respondents with years of service above the average for Jakarta was in East Jakarta, namely 51, 66% (see line 1).

When viewed from their level of education, most of them had high school education, both **SENIOR HIGH SCHOOL and VOCATIONAL HIGH SCHOOL**, with a total of 212 people or 70.66% of the accompanying teacher respondents EARLY CHILDREN EDUCATION throughout DKI, followed by those with education from D4 (10.66%), D1 (7%), D2 (6.66%) and others (5%).

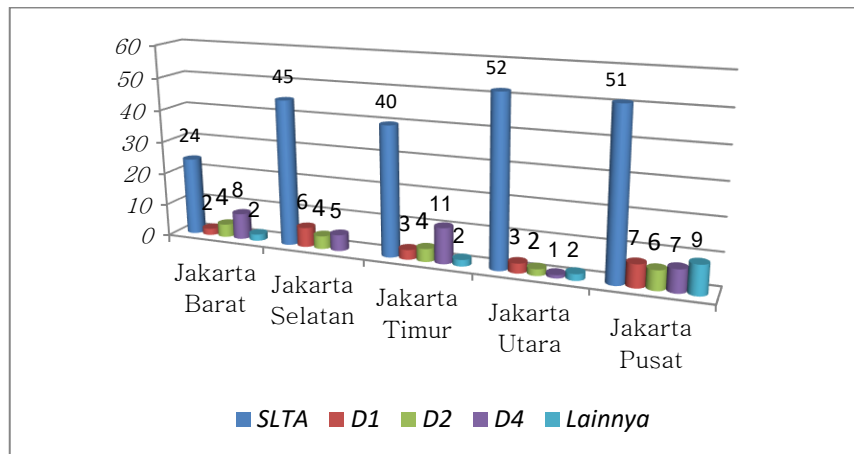
At the municipal level, North Jakarta is the municipality with the largest percentage of EARLY CHILDREN EDUCATION assistant teachers with high school education, namely 86.66%, followed by South Jakarta (75%), East Jakarta (66.66%), Central Jakarta (63.75%), and finally West Jakarta (60%) as shown in Graph 2.

Line 1.

Distribution of respondents based on years of service



Graph 2. Distribution of EARLY CHILDREN EDUCATION assistant teachers based on education level



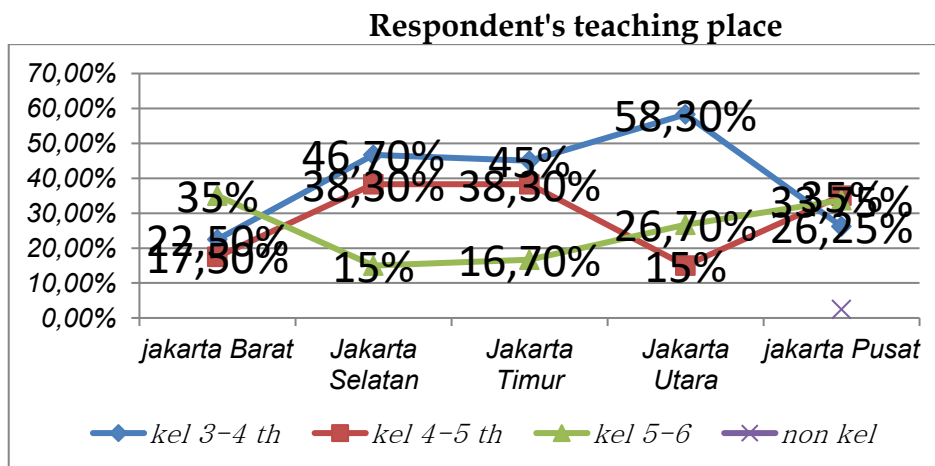
Source based on field results in September 20123

From the graph above, aspect level education shows that level education majority of onsite tutor surveys were 212 people from high school (70.66%). This figure in a manner no direct believe statement Director General of Non-Formal and Informal Early Childhood Education (EARLY CHILDREN EDUCATIONNI) Ministry of Education and Culture Lydia Freyani Hawaii, that moment This Still many EARLY CHILDREN EDUCATION/Kindergarten teachers have not to fulfill qualification S1 education. The front minimum requirement to become an EARLY CHILDREN EDUCATION/Kindergarten teacher from Bachelor's degree in the EARLY CHILDREN EDUCATION study program. According to Her, the moment this Permendikbud about the implementation of EARLY CHILDREN EDUCATION has entered the public test stage. Regulation will rise as amplifier Permendiknas Number 58/2009 which regulates preschool standards.

Teaching place

In this study, the accompanying teachers' EARLY CHILDREN EDUCATION taught in play groups to ranging children from 3 years old to 6 years old, who were divided into three groups, namely: 1) 3-4-years old group, 2) 4-5-years old, and 3) 5-6 years. At the Jakarta level, in general, the distribution of teaching places is quite even, as shown in line 2, where most teachers teach in the 3-4-years old group (40%), followed by 4-5 years (33.3%), and 5-6 years (26%). At the district level, the same trend occurs in South Jakarta and East Jakarta. Most of the respondents were only taught in one place. Throughout Jakarta, there were 29 respondents (9.7%) of EARLY CHILDREN EDUCATION teachers who also teach in other EARLY CHILDREN EDUCATION. Most Early children education teachers who teach elsewhere (62%) teach in the same age group, while the rest teach in two different age groups.

Line 2



Source based on field results in September 2012

Competencies of Early children education Assistant Teachers in Jakarta

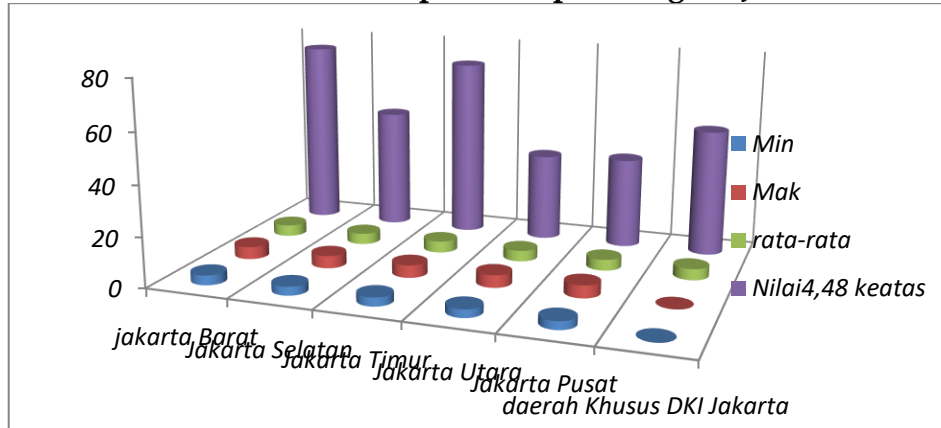
The competence of early children education teachers in Jakarta can be described in four competency areas that need to be possessed by a companion teacher, namely: competencies related to personality, professionalism, pedagogic, and social, then seen as a combination of the four competency areas. In general, the results of this study indicate that, based on their own assessment, the competence of early children education accompanying teachers in Jakarta has a high average score (more than four), both in personal, professional, pedagogic, social, and combined competencies, although individually the range can be very wide, from low (1.9) to very high (5).

a. Personality Competence

The personal competence of early children education assistant teachers in Jakarta is generally quite high with a range of scores between 3.25 and 5, meaning that it ranges from quite high to very high. At the provincial level of Jakarta, the average score is 4.48, while at the municipal level, it ranges from 4.40 to 4.64. The municipality with the highest average score for early children education teacher personality competence is in the East Jakarta area.

Even so, when viewed from the percentage of accompanying teachers with an average score of Jakarta (4.48) and above, they are found in the municipality of West Jakarta. As many as 75% of early children education teachers in West Jakarta have a personality competency score of 4.48 and above (See Graph 3).

Graph 3. Personal competence of early children education assistant teachers in the Special Capital Region Jakarta



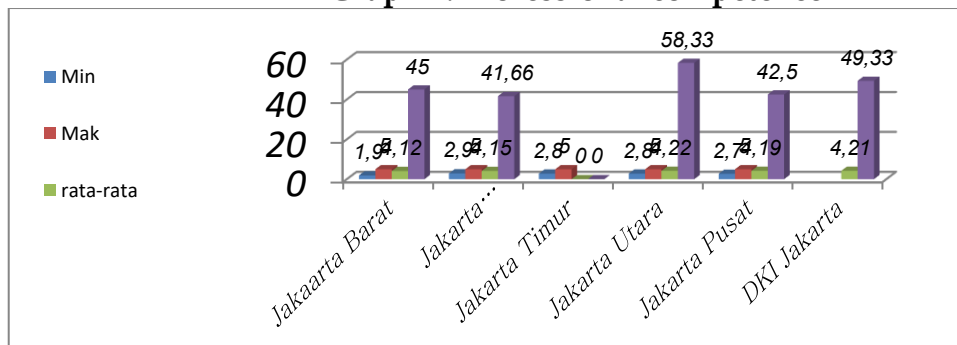
Source of Field Research Results for September 2012

*Highest score

b. Professional Competence

The professional competence of early children education teachers in Jakarta is also generally quite high, but the range of scores is quite wide, namely between 1.9 and 5. At the provincial level of Jakarta, the average score is 4.21, while at the municipal level, it ranges from 4.12 to 4.38. The district with the highest average score for early children education teacher personality competence in East Jakarta. In addition, East Jakarta also has the highest percentage of assistant teachers with an average score of Jakarta (4.21) and above, where 60% of early children education assistant teachers in this municipality have a professional competency score of 4.21 and above as stated in Graph 4.

Graph 4. Professional competence



Source of Field Research Results for September 2012

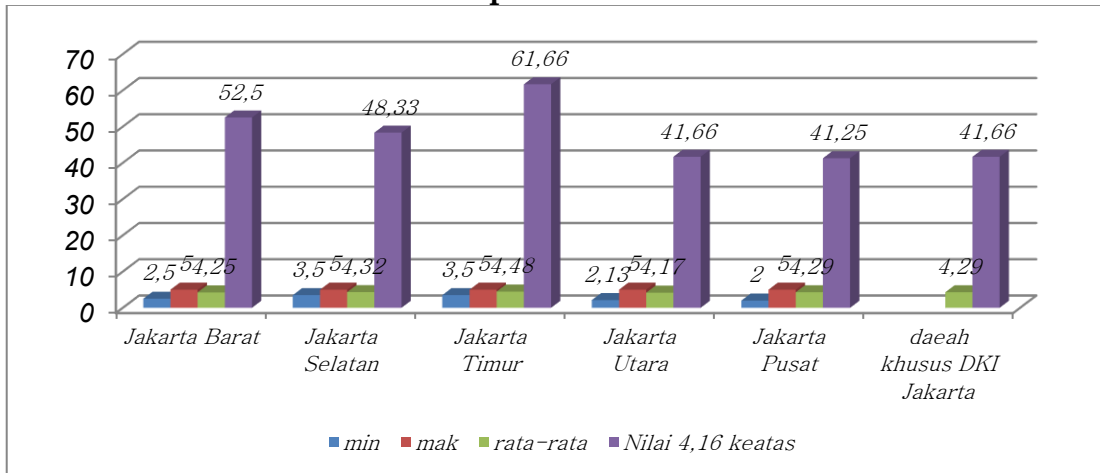
*Highest score

c. Pedagogic Competence

The pedagogical competence of early children education assistant teachers in Jakarta is generally quite high with a fairly wide range of scores, namely between 2.00 and 5. At the provincial level of Jakarta, the average score is 4.29, while at the municipal level, it is around 4.17 up to 4.48. The district with the

highest average score for EARLY CHILDREN EDUCATION teacher personality competence in East Jakarta. East Jakarta is also the highest in terms of the percentage of EARLY CHILDREN EDUCATION assistant teachers with an average score of Jakarta (4.45) and above. As many as 61.66% of EARLY CHILDREN EDUCATION assistant teachers in East Jakarta have personality competency scores of 4.29 and above, as shown in Graph 5.

Graph 5. Pedagogic competence of EARLY CHILDREN EDUCATION companion teachers



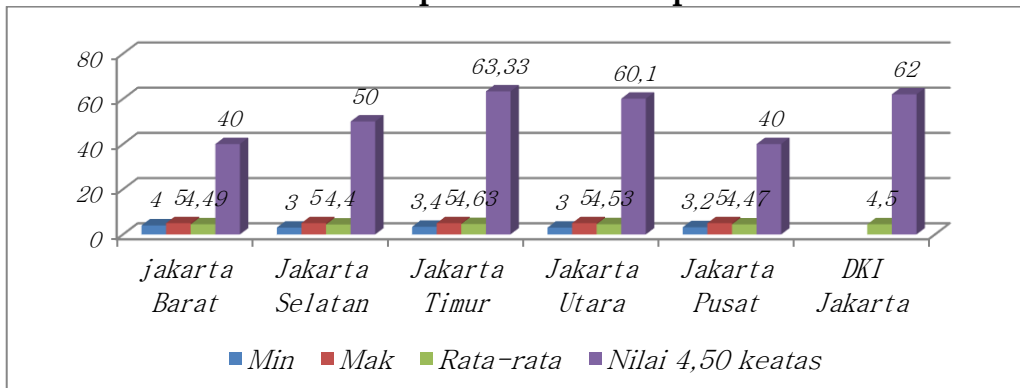
Source of Field Research Results for September 2012

*Highest score

d. Social Competence

The social competence of EARLY CHILDREN EDUCATION assistant teachers in Jakarta is generally quite high with scores ranging from 3.00 to 5.00. At the provincial level of Jakarta, the average score is 4.50, while at the municipal level, it ranges from 4.40 to 4.63. The municipality with the highest average score for EARLY CHILDREN EDUCATION teacher social competence in East Jakarta. In addition, judging from the percentage of accompanying teachers with an average score of Jakarta (4.50) and above, the Municipality of East Jakarta is also the highest. As many as 63.33% of EARLY CHILDREN EDUCATION assistant teachers in East Jakarta have a personality competency score of 4.50 and above (See Graphic 6).

Graph 6. Social Competence



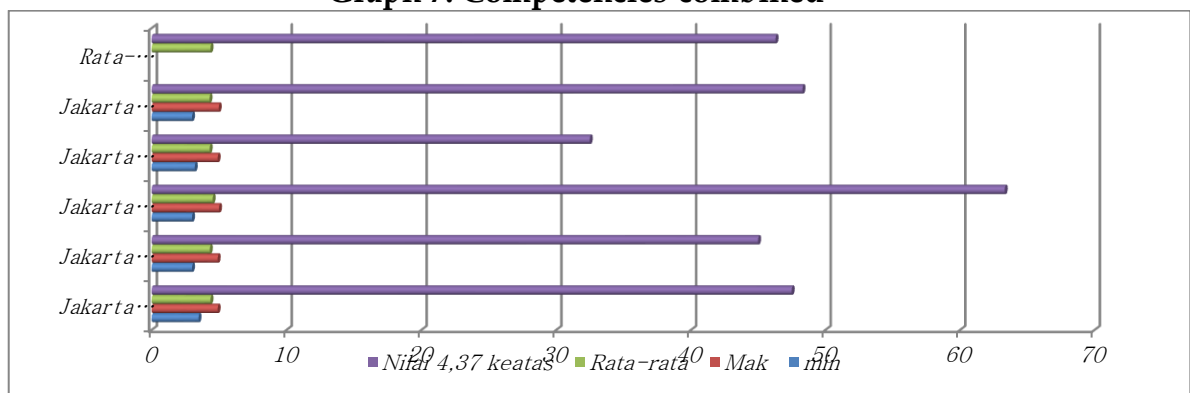
Source of Field Research Results for September 2012

*Highest number

e. Combined competence

The combined competence of EARLY CHILDREN EDUCATION assistant teachers in Jakarta is generally quite high, with a moderate to very high range (range of scores between 3.20 to 5) with a high average (4.37). At the provincial level of Jakarta, the average score is 4.37, while at the municipal level, it ranges from 4.30 to 4.53. The municipality with the highest average EARLY CHILDREN EDUCATION teacher personality competency score, namely 4.53, is East Jakarta. Likewise, when viewed from the percentage of accompanying teachers whose average score is for Jakarta (4.37) and above. East Jakarta Municipality also has EARLY CHILDREN EDUCATION assistant teachers with a combined competency score of 4.37 and above with the highest percentage, namely 63.3% (See Graph 7).

Graph 7. Competencies-combined



Source of Field Research Results for September 2012

Analysis of the competence of EARLY CHILDREN EDUCATION assistant teachers in Jakarta

In general, the average score for the competency level of EARLY CHILDREN EDUCATION assistant teachers in Jakarta is at a fairly high level, both in personal, professional, pedagogic, social, and combined competencies. The average scores at the Jakarta level are all above four, that is, from 4.12 to 4.45. The lowest average score is on pedagogic competence, while the highest is on social competence. Even so, the level of individual competence has a very wide range, from low (1.9) to very high (5), especially in pedagogic competence and professional competence. At the municipal level, the average competency score ranges from 4.12 to 4.63, where the lowest average score is for professional competence in West Jakarta (4.12) and South Jakarta (4.15), as well as the pedagogic competence of EARLY CHILDREN EDUCATION companion teachers in North Jakarta (4.17), while the highest (4.63) is the social competence of EARLY CHILDREN EDUCATION companion teachers in East Jakarta.

East Jakarta is the district with the highest average score for the competence of EARLY CHILDREN EDUCATION assistant teachers, in all competency areas, be it personality, professional, pedagogic, social, or combined, 4.64 respectively; 4.38; 4.48; 4.63; and 4.53. In addition, the percentage of EARLY CHILDREN EDUCATION assistant teachers who have an average score of Jakarta and above is also the highest, especially for competencies in the professional, pedagogic, social, and (of course) fields combined, respectively

60%, 61.66 %, 63.33%, and 63.33%. As for the personality field, the highest percentage of teachers with an average score of Jakarta and above is in the West Jakarta district, namely 75%, while East Jakarta ranks second, namely 71.66%.

Findings that need special attention

From the competency data of Early children education teachers in Jakarta collected, there are two things that are important enough to get special attention, namely:

1. The highest score on the average competency score at the district level, and the percentage of teachers who have the same competency value and above the Jakarta average, are almost entirely in East Jakarta Municipality.
2. The combined competency level of permanent teachers (having employee ID number / registration number of employee) tends to be higher than that of non-permanent teachers. Of the 13 permanent teachers, all of whom are in North Jakarta, 7 people (53.8%) have a combined competency level of the Jakarta average and above. In fact, in North Jakarta, respondents with an average combined competency level of Jakarta and above are far below that figure, which is 32.5%. In addition, at the Jakarta level it is still below it, namely 46.3%, even though when compared toregistr East Jakarta which is 63.33% it is still far below it.

CONCLUSION

1. In general, the average score for the competency level of EARLY CHILDREN EDUCATION assistant teachers in Jakarta is at a fairly high level, both in personal, professional, pedagogic, social, and combined competencies. The average scores at the DKI level are all above four, that is, from 4.12 to 4.45.
2. The combined competency level of permanent teachers (having employee ID number / registration number of employee) tends to be higher than that of non-permanent teachers. Of the 13 permanent teachers, all of whom are in North Jakarta, 7 people (53.8%) have a combined competency level of the Jakarta average and above. In fact, in North Jakarta, respondents with an average combined competency level of Jakarta and above are far below that number, which is 32.5%. In addition, at the Jakarta level, it is still below it, namely 46.3%, even though when compared to East Jakarta which is 63.33% it is still far below it.
3. Based on the research results, East Jakarta has the highest teacher competence compared to other areas of Jakarta. This happened because the East Jakarta municipal EARLY CHILDREN EDUCATION received assistance in terms of education, training, and direction from the FIP of Jakarta State University through student KKL early childhood education in East Jakarta by empowering students and EARLY CHILDREN EDUCATION.

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