Competency Mapping for Kindergarten Teachers

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Abstract

Kindergarten teachers do more than just impart knowledge; they also serve as mentors and facilitators. This is due to the fact that children cannot acquire knowledge without their personal involvement from their teachers. To fulfil their professional responsibilities, teachers need to be multi-talented. Before beginning any training, it is important to analyse the demands for it as this will assist teachers become more competent professionals. The purpose of this quantitative descriptive study is to characterise the pedagogical, professional, personality, and social competency map of kindergarten teachers in Bengkulu Regency. This study was carried out in the Bengkulu Regency region at an unofficial institution. The study's subjects were 364 informal educators. In this study, proportionate random sampling is used. The study employed a questionnaire sheet to gather data. In terms of pedagogical, professional, social, and personality characteristics, the non-formal teacher competency profile in Bengkulu Regency is not at its best. The findings indicate that professional competency has the lowest competency mastery and personality competency has the highest competency mastery, followed by pedagogical and social competencies. As a result, a programme of activities is required to assist instructors reach their full potential.

Keywords: Teacher, Competency, Competency Mapping

Introduction

Teachers must possess a wide range of skills in order to exercise their professional authority (Suharyati et al., 2022). A teacher's capacity to carry out the responsibilities of the teaching profession with complete accountability and a high degree of dedication, along with supporting resources in the form of his knowledge, is referred to as teacher professional competency (Bendriyanti, 2023). It is required of instructors, as professionals, to dedicate themselves to raising playgrounds' educational standards. Pedagogical competence, psychological competence, social competence, and professional competence are also prerequisites for instructors. As a result, in addition to their educational background, teachers can also be considered professionals if they have mastered other competencies, such as pedagogical competency, which has to do with managing student learning, personality competency, which has to do with commitment and loyalty, and social competency, which has to do with their ability to integrate into society (Bendriyanti, 2022).

According to the previously given explanation, research that can characterise the competency of non-formal playground teachers in Bengkulu Regency is required in order to determine the level of competency mastery of non-formal playground teachers overall. The Bengkulu Regency Education Service conducts teacher nominative data collection activities every year based on the findings of the preliminary study. The data collected can be used as a reference by the office to plan teacher activity programmes, particularly in the area of competency development (Suharyati, 2021). The four fundamental teaching competencies are not yet fully covered by the nominative data collection, though.

Methods

This study uses survey methods to do quantitative descriptive research. In Bengkulu Regency, samples were collected for this study from 17 sub-districts. Proportionate random sampling was used to gather samples (Suharyati, 2022). Making ensuring there is a representative sample in every sub-district is the goal of employing this strategy. A total of 364 teachers served as the samples. Bengkulu Regency playground teachers served as the study's subjects. The playground teachers in Bengkulu Regency that possess professional, personality, social, and educational competency are the subjects of this study.

Table 1. Reliability Test Results of Research Instruments

No.	Competence	*Cronbach Alpha*	Conclusion
1	Professional	0	Very High
2	Pedagogical	0	Very High
3	Social Competence	0	Very High
4	Personality	0	Very High

Questionnaires were distributed to pre-selected samples in order to collect data. Using the SPSS 26.0 software, quantitative data analysis was performed. Data presented in the form of tables and graphs represents the analysis's findings. The ideal average and ideal standard deviation that the instrument can produce are used to define the assessment criteria, which are then compared with the analysis's findings. The collected scores are used to carry out data tabulation for each component. Quantitative descriptive assessment analysis techniques were then used to analyse the data gathered for the study. If a respondent's average score is > 2.4 on a 4-point scale, or 62.4 on a 100-point scale, they are considered to have mastered the competencies well. To determine if respondents' responses are homogeneous or heterogeneous, one might utilise the standard deviation value.

Results and Discussion
Results

Four fundamental teaching competences were highly well-mastered by Bengkulu Regency teachers, according to studies on the subject. The research findings indicate that over 69% of participants possess mastery of the four fundamental competences. With a 66% mastery percentage, pedagogical competence achieves the same outcome as social competence. At 76%, personality competency has the greatest mastery percentage. In addition, professional competence has the lowest rate of mastery—76%. Table 2 and Figure 1 show the outcomes of the non-formal PLAYGROUND teachers' real competency distribution.

Table 6. Distribution of Social Competence

No.	Code	Average	Std. Deviasi
1	KS.1	3,41	0,476
2	KS.2	3,32	0,607
3	KS.3	3,46	0,413
4	KS.4	2,69	0,769

An explanation of the average total accomplishments of respondents for each social competency measure is provided based on Table 6. The highest indicator, the KS.3 indicator, has an average achievement value of 3.46. This number suggests that the KS.3 competency indicator has been met with great success. With a standard deviation of 0.413, the majority of respondents' social competence as measured by the KS.3 indicator appears to be quite homogeneous. There are four social competency indicators used in this study. One indication has an average value that is less than three dollars. The indicator in question is KS.4, and its value is 2.69. The competency linked to a teacher's interactions with friends in different professions or with colleagues is the KS.4 indication. Teachers' collaboration with other educators or stakeholders, their active participation in both the teacher and non-teacher communities, and their publication of scientific work in scientific venues are all included in the

behaviour description. In addition, the KS.2 indicator's average value was 3.32, while the KS.1 indicator's average value was 3.41.

The corresponding standard deviations are 0.476 and 0.607. Since the standard deviation value of each social competency indicator is not excessively high, the majority of respondents' competency mastery levels can be considered to be rather even.
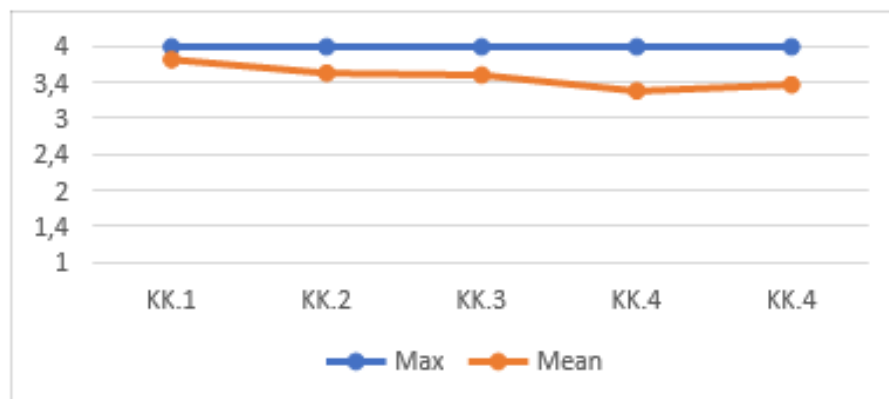

Figure 4. Personality Competency Graph

Based on Figure 4, it can be seen that almost all indicators have an even average value. Almost all competency indicators have a mean value of more than 3.40. Thus, it can be said that the mastery of personality competencies of non-formal playground teachers in Bengkulu Regency is very good and quite evenly distributed. The average value of each competency indicator can be seen in Table 7

Table 7. Distribution of Personality Competencies

No.	Code	Average	Std. Deviasi
1	KK.1	3,72	0,432
2	KK.2	3,63	0,427
3	KK.3	3,61	0,414
4	KK.4	3,37	0,614
4	KK.4	3,47	0,462

The description of the respondents' overall average achievements for each social competency measure is based on Table 7. Value 3.72 is the average value attained by the highest indication, the KK.1 indicator. The Very Good category includes the average value. At 0.432, the standard deviation is comparatively low. For the majority of respondents, it can be concluded that their mastery of the KK.1 indicator is comparatively homogeneous. Four indications of personality competency are available. Each indicator's average value, which falls between 3.40 and 3.72, is rather high.

This value falls within the category of Very Good. The standard deviation of the KK.2 indicator is 0.427, while its mean value is 3.63. The standard deviation of the KK.3 indicator is 0.414, and its mean value is 3.61. The standard deviation of the KK.4 indicator is 0.614, while its mean value is 3.37. The KK.4 indicator's standard deviation is 0.462 and its mean is 3.47. The values of the standard deviation are all quite low. The majority of responders have a fairly good mastery of teachers' social skills, which is indicative of this. As a result, acquiring personality abilities usually yields excellent outcomes.

Discussion

The majority of respondents had a fairly excellent knowledge of teachers' social skills, according to the research findings. As a result, acquiring personality abilities usually yields excellent outcomes. Professional teachers are necessary to run high-quality kindergartens. A professional kindergarten teacher needs to be dedicated to the field, act morally, possess knowledge of early childhood education, have undergone multiple training programmes, and have done a variety of service projects. Furthermore, a teacher who has mastered four teacher competency requirements is considered a professional teacher, according to national education experts. The ability to actualise and realise the competencies mandated by Playground for All Teachers is intimately linked to the professionalism of teachers. An educator's

competency reveals their actual nature. This competency is demonstrated by the mastery of professional attitudes, knowledge, and abilities in the performance of their duties ((Suharyati., 2021)). The third competency is personality, which according to study on playground teachers in Bengkulu Regency has attained the highest competency mastery.

Teachers and lecturers need to possess, internalise, and master a set of knowledge, abilities, and behaviours known as competency in order to perform their professional tasks ((Suharyati., 2021)). Because they are crucial to the process of attaining educational objectives, professional instructors have a significant influence on raising the standard of education. The effectiveness with which a teacher facilitates students' learning truly determines the quality of that learning (Dewi, 2016). Professional educators also suggest that good teachers can help students achieve their educational objectives and have a major influence on the calibre of the curriculum's execution during the teaching and learning process. Previous study indicates that personality competence influences teachers' motivation and work performance (Suharyati, 2016). This finding is supported by those findings.

In addition, the non-kindergarten teachers in Bengkulu Regency who participated in the professional competency evaluation had the lowest mastery score (76%) of the three competencies. A teacher's ability to grasp the material covered in the curriculum is referred to as professional competence. In addition to possessing strong subject-matter knowledge, educators also need to be able to uphold and advance their professional competence and adhere to a code of ethics.

Indicators of professional competency number four, five. These indicators include the extent to which educators grasp kindergarten content, structures, concepts, and scientific mindsets; the extent to which educators grasp basic competence and standards; the degree to which educators create innovative teaching materials; the extent to which educators continuously enhance their professionalism through introspective action; and the extent to which educators utilise information and communication technology playgrounds for self-expression and professional growth. Four indicators of professional competence have an actual value of more than three on a scale of four as a consequence of the assessment of these indicators, and one indicator has a value of less than three. Teacher competency, which is a measure of how educators advance their overall professionalism, is represented by indicators with a value of less than three. sustainable by engaging in thoughtful behaviour. Teachers who want to further their professional development should focus on four sub-indicators: self-reflection on their work, making use of the playgrounds that arise from that reflection, doing action research in the classroom, and staying current with the times by reading books, going to seminars, or attending training sessions. The interview revealed that kindergarten teachers are not yet ready to advance their writing abilities. Institutional support for enhancing teachers' proficiency in producing scientific publications is still lacking.

Conclusion

In terms of educational, professional, social, and personality competency, Bengkulu Regency kindergarten teachers' actual competency profile is not ideal. Based on these findings, personality competence is the greatest level of mastery, followed by Playground's pedagogical and social competence. Professional competency has the lowest level of competency mastery according to the computation results. As a result, an activity programme that promotes teacher competency optimisation is required.

Every sign shows more information about the mastery of personality competencies. Four indications of personality competency are available. These indicators include how the teacher behaves in accordance with social, legal, religious, and cultural norms in Indonesia; how the teacher presents himself as a person of integrity; how he or she sets an example for students and society; how the teacher presents himself or herself as a stable individual; how the teacher demonstrates a strong work ethic; how the teacher is self-assured and takes pride in being a teacher; and how the teacher upholds the professional code of ethics for teachers. The five indicators have real teacher mastery scores of more than three out of four due to the assessment of competency mastery based on these indicators. The teacher's capacity to exhibit a strong work ethic, a high level of responsibility, pride in their profession, and self-assurance is the indicator with the lowest actual value. Indeed, you should be proud to work in a field that is at the vanguard of educational civilisation as a teacher. The fundamental element in performing one's responsibilities and profession is pride in one's work as a teacher. Because it must be

continuously upheld and improved, teacher work ethic is also crucial to the development of teacher professionalism. It is feasible for teachers to make the greatest decisions to fully actualise themselves if they have a strong work ethic.

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