THE EFFECTIVENESS OF BASIRU DIGITAL MEDIA IN IMPROVING THE PROFESSIONAL COMPETENCY OF PRESCHOOL TEACHERS IN SOUTH JAKARTA

Nila Fitria [1], Yufiarti [2], Nurbiana Dhieni [3]
Jakarta State University, Indonesia
nilafitria84@gmail.com

ABSTRACT

Teachers have four competence that is pedagogic competence , competence personality , competence social , and competence professional . According to Director General Regulation No. 2626 of 2023 on Competency Professional there are 3 indicators that is knowledge content learning and methods teach it , characteristics and ways Study participant education , and curriculum and methods use it . The teacher 's abilities become not quite enough the teacher answers to become a competent teacher . BASIRU digital media is one media that helps increase teacher skills in method teach specifically teach literacy read write . Research that uses method study descriptive qualitative . Data collection techniques used is do interview to kindergarten teachers in the South Jakarta area. Data analyzed with reduce data. Based on results study that BASIRU digital media is effective can improven competence professional teachers because In BASIRU there are learning videos related Skills teaching teachers in teach literacy read write , book pocket literacy read writing , and teacher self -assessment in teach literacy read write . So that content the can enrich method teach teacher. It is hoped that teachers can think creative in develop self in increase competence professional .

Keywords : digital media, BASIRU, competency professional , PAUD teacher

ICEC
International Conference of Early Childhood
Proceedings

Coresponding Author:
Email Address: nilafitria84@gmail.com

INTRODUCTION

The teacher is work noble who is equipped with competence . McClelland (1973) define competence as ability cognitive , affective , and behavioral used by individuals For finish complex tasks . PAUD teachers have ability cognitive will knowledge pedagogy and education child age early . Ability affective reflected in the teachers who teach with sincere . Spencer, L.M., & Spencer (1993) state that competence are " personal characteristics that can measured , which can be developed in self individuals , and influences effective performance in work . Teachers who have competence can finish his task in reach objective . Becoming a PAUD teacher is supported by 4 competencies according to Director General Regulation No. 2626 of 2023 concerning Competency Models i.e competence pedagogy , competence personality , competence social , and competence professional (Perdirjen, 2023) . Increase teacher competence of course need support from various party start from government , unit education , and society .

Problems found that there are teachers who haven't can develop creative and innovative curriculum . This matter in accordance indicators contained in competency pedagogy , on competence pedagogy there is indicator capable design , implement , and evaluate appropriate learning with development child . Besides that's a capable teacher develop creative , innovative and capable curriculum apply method fun and educational learning (Ministry of National Education , 2007). On competence professional , teachers are in their comfort zone . Teach with skills that have not updated in accordance with development children and progress over time. It should be today's teacher control appropriate teaching materials with curriculum education child age early , developing self through education advanced and training , and capable use technology in learning (Pianta, R.C., Barnett, W.S., Justice, L., & Sheridan, 2012) .

Problem Others , there are PAUD teachers who haven't yet own qualification academic . Qualification academic have become PAUD teachers UNESCO determined that PAUD teachers are necessary increase his qualifications with develop self through training and education (UNESCO, 2015) . The low teacher's abilities in use technology in learning so that learning become boring (Donohue, C., & Schomburg, 2017) . Instructional Media own benefit For motivating self in Study . One of the digital media developed is digital media development teacher competency (BASIRU). BAASIRU can help teachers improve mastery they to teaching and enriching materials method teaching they . Study This describe the effectiveness of BASIRU digital media in increase competence professional PAUD teacher in South Jakarta.

METHODS

Method research used method qualitative with approach descriptive . According to Moleong (2015) approach descriptive qualitative that is approach study where the data is collected in the form of words, pictures and not number . the data obtained from results interview , notes field , photos , video tape, notes or memos and documentation other . Source of research data obtained from results interview deep with 3 teachers. Data is collected through interview with the teacher. According to Moleong (2005:186) interview is conversation with Meaning particular , conversation That done by two parties , that is interviewer (*interviewer)* who submits questions and the interviewee (*interviewee)* who provides answer on question . Data analysis proposed by Miles and Hubberman consisting from four matter main , i.e (Miles, MB & Huberman, 1992) .

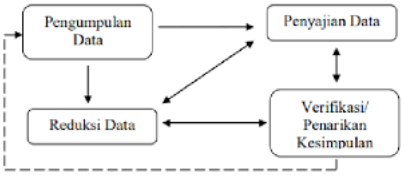


Figure 1. Miles and Hubberman data analysis model

RESULTS AND DISCUSSION

A. Results

1. Achievement Objective Learning

   Achieved knowledge , skills , and attitudes that teachers acquire after using BASIRU digital media. Based on results interviews conducted to two teachers who teach in State Kindergarten, then obtained results study . In knowledge , the teacher understands with clear material contained in BASIRU digital media. Material about literacy read write obtained from learning videos and books available pockets in BASIRU digital media. Teachers at State Kindergarten stated " *teachers get examples teach read with various ways ”* . Besides That material that there is in book pocket add teacher's knowledge for teach know letters , reading and writing . On the acquired skills , the teacher earns diversity style teach in teach reading and writing . The diversity of media used by teachers in videos adds teacher skills for can teach reading and writing . The State Kindergarten teacher said " *it turns out We can use technology is also deep teach read . For example, when the teacher teaches read to child ."* As well as changes attitude , teachers use various media and materials . For example book story , close bottle , word card , card letter .

2. The benefits of BASIRU in Learning

   Based on digital media design , instructions Using BASIRU digital media is clear and easy understood . Own convenience For understood in accordance with needs of PAUD teachers. BASIRU digital media motivates PAUD teachers deeply increase Skills teach . one of the TKN teachers said " *BASIRU digital media provides possible alternative media teachers use in organize content learning digitally* . ”



Figure 1. Display in BASIRU digital media

Material available in digital media BASIRU has benefit for teachers. Usefulness the can increase knowledge , optimize skills , and change showing attitude competence PAUD teacher professionals . There are learning videos add teacher's understanding for can develop Skills teach become creative . That matter expressed by the TKN teacher, " *a lot what we got from the learning video . It's also good to give it column share where teachers can share activity literacy in units their respective education .”* In section collection , where there is book stories and books pocket . Each category in the book the own different benefits . On books digital stories , teachers can do activity literacy with read book story to children . On the side others , books pocket add treasure internal teacher knowledge develop Skills teach literacy.

B. Discussion

1. Achievement Objective Learning

   Based on results BASIRU digital media research can reach objective learning . By knowledge , digital media can used in matter learning individual To use embed knowledge (*imparting knowledge*) (Muslimin & Fatimah, 2024) . On BASIRU digital media, material Skills teach literacy read write add internal teacher knowledge teach . knowledge obtained from learning videos and books pocket found on BASIRU digital media. Besides knowledge , digital media can packing type material learning in the sense of digital media can study data and facts , concepts , generalizations , theories and skills (Sanjaya, 2012) . Apart from that, digital media can increase Skills teach appropriate teacher literacy with current development . Teachers can develop Skills think critical and skills teach via BASIRU digital media. So that change attitude in teach show competence professional . Because through BASIRU digital media, teachers can develop self become a competent teacher in their field .

2. The benefits of BASIRU in Learning

   BASIRU digital media has benefit in grow motivation self . Jediut (2021) explain media benefits viz media use can increasen motivation learn , create atmosphere learning is fun and interesting . Benefit others , learning media support conveying continuity material in learning distance Far . BASIRU digital media can accessed Where just and when just . According to Kemp and Dayton (Hidayat, 2017) benefits of deep media context learning as following :

   a. Delivery material can uniformed

      Through media , especially digital media , you can used For produce uniformity material varied learning . On BASIRU digital media, teachers obtain uniformity How Skills teach literacy in different groups .

   b. Learning process become interesting

      BASIRU digital media capable interesting teacher's attention to understand draft teach literacy read write . Teachers can practice direct to children related Skills teach literacy read write .

   c. Quality learning can increase

      Teachers earn knowledge , skills , and change attitude from BASIRU digital media which has been listened to on BASIRU. There is change attitude positive and productive results from BASIRU digital media where the teacher directly practice the activity Study teach .

CONCLUSION

BASIRU digital media is the intended media For development teacher competency . BASIRU can increase teacher's knowledge will method teach literacy read write to child . There is diverse variation that is variation style teaching , media variations , and variations pattern interaction . Recommended For has a media *sharing* menu so that teachers who visit BASIRU digital media can share and earn inspiration about learning media .

ACKNOWLEDGMENTS

Researcher say accept love to State Kindergarten teachers in the South Jakarta area who have Work together and contribute in study This .

BIBLIOGRAPHY

Donohue, C., & Schomburg, R. (2017). Technology and Interactive Media in Early Childhood Programs: What We've Learned from Five Years of Research, Policy, and Practice. *National Association for the Education of Young Children (NAEYC)* , *72* (4). https://www.jstor.org/stable/90013713

Hidayat, S. (2017). Media and Module Based Education. *Journal of Education* , *9* (1), 181–218. http://ejournal.stain.sorong.ac.id/index.php/al-riwayah

Jediut, M., Sennen, E., & Ameli, CV (2021). The benefits of digital learning media in increasing elementary school students' learning motivation during the Covid-19 pandemic. *Journal of Elementary Education Literacy* , *2* (2), 1–5.

McClelland, D. C. (1973). Testing for competence rather than for "intelligence". *The American Psychologist* , *28* (1), 1–14. https://doi.org/10.1037/h0034092

Miles, M. B. & Huberman, M. (1992). *Qualitative Data Analysis Sourcebook on New Methods* . UIP.

Moleong Lexy. (2015). *Qualitative Research Methodology* . Rosdakarya Teenager.

Muslimin, T., & Fatimah, A. (2024). Competency and Readiness of Elementary School Teachers for the Challenges of Education in the Era of Society 5.0. *CJPE: Cokroaminoto Juornal of Primary Education* , *7* (1), 55–72. https://e-journal.my.id/cjpe

Director General. (2023). Regulation of the Director General of Teachers and Educational Professionals, Ministry of Education and Culture, Research and Technology Number 2626/B/HK.04.01/2023 concerning Teacher Competency Models. *Government Regulation* , 1–14.

Pianta, R.C., Barnett, W.S., Justice, L., & Sheridan, S. (2012). *Handbook of Early Childhood Education* (G. Press (Ed.)).

Sanjaya, W. (2012). *Learning Strategies Oriented to Educational Process Standards* . Kencana.

Spencer, L. M., & Spencer, S. M. (1993). *Competence at Work: Models for Superior Performance. John Wiley & Sons* .

UNESCO. (2015). *EFA Global Monitoring Report 2015* .