

**TEACHER PEDAGOGICAL COMPENTENCE TRAINING MANAGEMENT IN
IMPROVING THE QULIATY OF DIFFERENTIATION LEARNING AT RAUDHATUL
ATHFAL: DESCRIPTIVE STUDY OF QUALITATIVE ANALYSIS IN REGIONAL
KKG RA SUMEDANG REGENCY**

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Abstract

This research is motivated by problems that faced by the Raudhatul Athfal Working Group (KKRA) related to low Teacher pedagogical competence thus has implications for the quality of learning differentiation in Raudhatul Athfal. The aim of this research is to obtain overview of (1) planning, (2) organizing, (3) implementation, (4) supervision, (5) obstacles and solutions to obstacles to pedagogical competency training teachers in improving the quality of differentiated learning at Raudhatul Athfal in Sumedang Regency. The theory in this research is based on concepts management George R. Terry 4 management functions, namely planning, organizing, directing, controlling. The method used in this research is descriptive analytical, with using a qualitative approach and data collection techniques through interviews, observations, and documentation studies. The results of this research are general shows that the management training of RA teachers' pedagogical competence is deep improving the quality of differentiated learning has been implemented but not yet provide optimal impact. Hypothetical model of competency training management RA teacher pedagogy as a solution to improve the quality of learning differentiation in RA in Sumedang Regency.

Keywords: Management, Pedagogy, Quality, Differentiation.

1. INTRODUCTION

Pedagogical competence is a skill or ability that a teacher must master in seeing the characteristics of students various aspects of life, both moral, emotional and intellectual. Ideally A professional educator is an educator who has four competencies.

The birth of Republic of Indonesia Law Number 14 of 2005 concerning Teachers and Lecturers really has so many implications for educators, including Early Childhood educators (AUD). The law states that teachers is a professional educator with the main task of educating, teaching, guiding, directing, training, assessing and evaluating students on Formal PAUD, primary education, secondary education. Professional is work or activities carried out by someone and become a source production of life that requires expertise, skills and education profession. Thus it is clear that PAUD educators are a job professions that require expertise, skills and specialism to fulfill a task standard. The Standards for Early Childhood Educators are confirmed in the Minister of Service Regulation that PAUD educators are professionals who are tasked with designing and

implementing learning process, and assessing learning outcomes, and carrying out guidance, care and mentoring of early childhood children.. One of the four competencies is competence Pedagogy is one of the very basic competencies that needs to be mastered by a teacher, in pedagogical competence the teacher must (1) Understand the participants students in depth which includes understanding students by utilizing them principles of cognitive development, principles of personality, and identifying students' initial teaching provisions (2) Designing learning, including understanding the foundation of education for the sake of learning includes understanding the foundations of education, applying learning theories and learning, determining learning strategies based on characteristics students, competencies to be achieved, and teaching materials, as well as compiling learning plan based on the chosen strategy. (3) Execute learning which includes arranging the learning setting and implementing it conducive learning. (4) designing and implementing evaluations learning which includes designing and carrying out evaluation (assessment) (5) Developing students to actualize their various potentials includes facilitating students to develop various potentials academic, and facilitate students to develop various potentials non academic

In addition to the data above, there are the results of the EMIS Survey (Education Management I, KKRA Education Section, Sumedang Regency 2022) as follows: The number of teachers who took part in the survey was 138 people (100%), the head of RA with a BA in PAUD background was 67 people (48.20%), Heads of non-preschool undergraduate RAs 64 people, (46%), heads of RAs with high school diplomas 8 people (5.80%), of the RA teaching staff there are 440 people (100%) Number of postgraduate PAUD teachers 186 people (42.27 %), the number of Non-PAUD undergraduate teachers is 154 people (35%) and the number of teachers with a high school diploma is 100 people (22.73%), the number of institutions that have held independent training is 58 institutions (41.70%) while institutions that have never 81 institutions (58.30%) conducted independent training. From the survey results, it can also be seen that learning services will be influenced by internal and external aspects. Internal aspects include the educational background provided by teachers, while external aspects include how the institution facilitates teachers to learn new things through training, IHT or training carried out independently by the Institute, including pedagogical competency training for Raudhatul Athfal teachers.

The root of the problem in this research is; There is still a weak pattern of organizing professional teacher training carried out within the Sumedang Regency KKRA environment, especially teacher pedagogical improvement training. The implementation of teacher professional development is still not optimal, including planning, organizing and implementation which have not been measured properly. (2019 PKB RA Report: 12).

2. THEORETICAL STUDY

This research uses management theory from George R, Terry (2023:4), states that, management is a unique process, which consists of actions (planning), organizing this

(organizing), activating, and monitoring controlling), namely carried out to determine and achieve specified targets by determining and optimizing human resources and resources other. Management is very necessary to achieve efficiency and effectiveness an organizational work. Good management will produce a good organization Good. To understand more clearly about management, know the meaning of the experts. More clearly, Terry (2023:3) defines "a process that distinguishes the planning, organizing, mobilizing and monitoring by utilizing both the science and art of demmi achieve predetermined goals." This means a process that differentiates planning, organizing, mobilization and supervision by utilizing both science and art for the sake of achieve previously set goals.

According to Edward Sallis (2012: 51-52), "There are three meanings of the concept of quality, first, quality as an absolute (absolute) concept, second, quality in a relative concept, and third, quality according to customers. If it is related to education, then the concept of absolute quality is elitist because only a few educational institutions can provide high quality education to students, and most students cannot reach it. In a relative sense, quality is not an attribute of a product or service, but something that comes from the product or service itself. In this concept, a quality product is one that suits its purpose." Furthermore, Edward Salis (2012: 1-55) understands customers, quality is something that is defined by customers in this concept, the end of which is customer satisfaction, so Quality is determined by the extent to which it is able to satisfy their needs and desires or even exceed them, because satisfaction and desires are abstract concepts.

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The implications of Piaget's thinking for children's education provide several recommendations with the essence that true learning is not something handed down by the teacher, but something that comes from within the child himself. Learning is a process of spontaneous inquiry and discovery. This occurs in babies who make astonishing intellectual progress simply by exploring and manipulating their own environment.

Therefore, educators should not force knowledge on children, but must find learning materials that can interest and challenge children to learn and then let them solve the problems they face in their own way (Piaget 1969).

It must be acknowledged that it is not always easy to find the most natural educational experience for children. A knowledge of cognitive stages can be helpful, but children often have different stages according to the different regions in which they live. (Piaget 1967).

3. METHOD

The method used in this research is method descriptive research with a qualitative approach. "Research methods descriptive, used to describe various symptoms and facts found in social life in depth" (Saebani, 2016:90).

According to Sugiyono (2016:37), "qualitative research methods are often called naturalistic research methods because the research is carried out in natural conditions (natural settings)". Still according to Sugiyono in a different book, "naturalistic research is often called qualitative research methods. Qualitative research methods are research methods used to examine natural objective conditions.

4. DISCUSSION

1. Planning (Planning) Teacher Pedagogical Competency Training in Quality Improvement Differentiated Learning in KKG RA Sumedang Regency

The planning for RA teacher pedagogical competency training in the Sumedang Regency KKG was formulated based on the results of analysis and combining the evaluation results of the previous year's training implementation for training development. Furthermore, pedagogical competency training at the KKG RA Sumedang district is packaged in planning, implementation, supervision and follow-up documents to produce qualified RA teachers in accordance with the standards set in the planning.

The functions of the KKG are: (1) preparing long-term, medium-term and short-term programs and arranging schedules and locations for routine activities, (2) motivating teachers to participate in KKG activities regularly at the school, regional and district levels (3) improving the quality of teachers' professional competence in planning, implementing, and testing/assessing learning in the classroom so that they can strive to improve and equalize the quality of education in schools.

2. Organizing Teacher Pedagogical Competency Training in Improving the Quality of Differentiated Learning in KKG RA Sumedang Regency

Organizing is done when planning has been done. With proper organization, there will be no overlapping of duties and responsibilities, so that the duties and responsibilities of each human resource in an organization can be carried out well. In a business, organization is very necessary.

The organization of teacher pedagogical competency training in KKG RA Sumedang Regency includes: 1) Stages of implementing teacher pedagogical training, 2) how to implement teacher pedagogical training. 3) team implementing teacher pedagogical training, 4). Organization

responsible for teacher pedagogical training and 5) SOP for implementing teacher pedagogical competency training

3. Implementation (Actuating) of Teacher Pedagogical Competency Training in Improving the Quality of Differentiated Learning in KKG RA Sumedang Regency

Implementation is an action or implementation of a plan that has been prepared carefully and in detail. Implementation is usually carried out after the plan is considered ready. Meanwhile, program implementation is a series of activities carried out by individuals or groups in the form of implementing activities supported by policies, procedures and resources intended to bring about a result.

4. Supervision (Controlling) of Teacher Pedagogical Competency Training in Improving the Quality of Differentiated Learning in KKG RA Sumedang Regency

- a. Ensure training activities run smoothly
- b. Supervision from the Development Supervisor during Ongoing Training
- c. Existence of Monitoring Documents
- d. Follow-up of Supervision After Evaluation

5. Problems in the Management of Teacher Pedagogical Competency Training in Improving the Quality of Differentiated Learning in KKG RA Sumedang Regency

According to my observations, the problem that occurs in KKG RA Sumedang Regency is that there are still teachers whose scientific competence and professionalism are not yet optimal. Teachers are less motivated, encouraged and personally moved to develop their profession as teachers. Teachers generally still lack the ability to write scientific papers in the field of learning, find simple and appropriate technology for the field, make learning props, and/or create works of art. Apart from that, teachers also lack seriousness, self-awareness and continuous collaboration and attending meetings to develop their profession as professional educators. (W3)

6. Solutions to Management Problems in Teacher Pedagogical Competency Training in Improving the Quality of Differentiated Learning in KKG RA Sumedang Regency

The efforts we make to improve the quality of teachers are by improving their performance. First, we provide personal coaching regarding the pedagogical domain by frequently discussing teachers' difficulties in teaching in person. We from the Sumedang Regency KKG RA team work together with the principals of each RA school, we always conduct visits and class reviews of teachers which are carried out according to the class supervision schedule in collaboration with the principals of each RA school. This program is always implemented, considering the importance of increasing the professionalism of teaching staff and academic development. (W3)

5. CONCLUSION

RA teacher pedagogical competency training management has been implemented through 4 (four) stages, namely planning, organizing, implementation, supervision of training, but it is not yet optimal because it still exists obstacles that need to be found solutions to these obstacles.

The implementation of the objectives and management program for teacher pedagogical competency training in improving the quality of differentiated learning at KKG RA Sumedang Regency is good, not only focused on educational staff, especially teachers, but also non-teaching staff, or other school staff. Because improving the quality of teachers has a very important function, especially for teachers who aim to improve pedagogical, professional, personal and social competency abilities and improve the quality of learning, because teachers are the spearhead of the implementation of Teaching and Learning Activities (KBM), and this has a direct influence on the educational process which ultimately has an impact on the quality of education.

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