



Teacher Strategies in Improving the Quality of Learning in the Era of Disruption in Early Childhood Institutions

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DOI: 10.15294/belia.v11i2.67101

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History Article

Submitted September 2022

Revised October 2022

Accepted November 2022

Keywords

Teacher Strategy; Learning Quality; Disruption Era

Abstract

This study aims to determine the teacher's strategy in improving the quality of learning in the era of disruption and to find out the teacher's considerations in selecting strategies to improve the quality of learning in the era of disruption at Pertiwi Kindergarten, Taman Pemalang District. The method used in this study is a qualitative research method with a case study design. Data collection is done through interview techniques, observation, and documentation techniques. Observations were made to find out the teacher's strategy in improving the quality of learning and the teacher's considerations in selecting strategies to improve the quality of learning in the era of disruption. The observation results were followed up by interviewing school principals and teachers in four Pertiwi Kindergarten institutions, Taman Pemalang District. Documents collected serve as supporting data. Furthermore, the validity of the data is seen using triangulation. The results of the study show that the strategy for improving the quality of learning in the era of disruption is in terms of increasing teachers' abilities in teaching, teachers are given the opportunity to attend seminars, trainings, workshops related to increasing teachers' knowledge about technology. Then in terms of infrastructure, namely teachers have used internet media according to developments and technological advances in this era of disruption so that students become more active and fun in learning and don't feel bored participating in learning at school. Considerations for improving the quality of learning in the disruption era, namely the teacher considers in terms of the ability of the child and the enthusiasm of the child and the teacher considers implementing learning using method blended learning to combine learning online face to face to integrate technological progress and innovation.

How to cite

INTRODUCTION

Education is an important part in developing the quality of human resources and supporting the progress of a nation. A nation is said to be successful, which can be measured by the extent to which people are studying (Asyrofuddin, 2018). Early childhood education is one of the learning institutions where teachers must be able to improve pedagogical competence in designing learning that is relevant to the needs of the industrial era 4.0 (Mulyadi & Haura, 2019). The importance of early childhood education in the era of disruption in terms of producing young people who are honest, diligent, creative and competitive (Primayana, 2019). Learners must be pushed through the education system if they are to be creative, intelligent, and insightful today. Strong moral qualities and adequate skills (Retnaningsih, 2019)

Lately we are facing the phenomenon of disruption. According to Kasali (2017) says that disruption is a shift or innovation when all existing systems are replaced with new ones or with new techniques (Lasmawan, 2019). Disruption is defined as a condition where when a certain field is required to continue to function and innovate, in addition to keeping up with the times, it is also to anticipate future needs (Hasrul, et al., 2019). In the era of disruption, one of the strong characteristics of the era of disruption was marked by the existence of transactions without direct face-to-face meetings and were replaced by online services (Subasman, 2019). In this era, information technology has become the basis or foundation in human life, including in the field of education in Indonesia, even the world is currently entering the era of the 5.0 social industrial revolution (Risianto, 2019). The era of disruption has had an impact on various aspects including one of which is that educators are required to innovate in learning (Hasanati, 2020).

According to Kayode and Olaronke (2014) explained that in the world of early childhood education the term ICT (Technology, Information, and Communication) in the application of education in this era is no stranger, so an educator has a necessity in planning learning strategies in the digital era to achieve appropriate learning objectives as well as consideration of the facilities and tools needed in applying learning to early childhood (Mukarromah, 2021). Indonesia according to PISA 2018 internationally places Indonesia in rank 72 out of 79 countries that joined *Organisation for Economic Co-Operation and Development* (OECD, 2018). Based on these

data, it is explained that the low level of student achievement in Indonesia's education quality is low, so that the role of competent teachers is still very much needed and still needs to be improved according to UNESCO research. *Global Education Monitoring* (GEM) Report 2016 Indonesia's quality ranks fifth from the bottom of 14 other developing countries regarding the quality of education (Wahyudi et al., 2022)

In this regard, the teacher is an important figure in the implementation of learning in school institutions. Success in education is also influenced by how the teacher is in the teaching and learning process (Buchari, 2018). The teacher's task as a facilitator in guiding children in learning activities and also playing is one of the challenges that must be faced by teachers in the era of society 5.0 for the industrial revolution 4.0 (Waluyo, 2019). In the learning process there must be a design to achieve the desired learning level because this is related to the interactions between teachers and students that occur during the learning process and will change the learning level and progress of students (Suwardi & Farnisa, 2018). A teacher must be able to design strategies for teaching and learning. A teacher in the field of education must be required to have the skills needed to become a professional in order to produce students who can easily compete in society (Alif Achadah, 2019).

Learning is a system that has components that are interrelated with one another in order to achieve a certain goal (Supriyono, 2018). The learning strategy is a plan to achieve the expected goals, so there is a need for in-depth consideration to choose an effective learning strategy (Mas-tiyah, 2018). Learning methods play an important role in achieving educational goals because they operate as a tool for the learning process. By using this strategy, it is intended that students can understand what is conveyed by educators and act according to the expected goals (Aidan, 2020). Learning that is fun and does not make children feel bored is a must that teachers need to know (Jayanti & Waluyo, 2014). Helping students in dealing with the increasingly rapid developments of the era, it is necessary to develop learning strategies in this era of disruption (Astuti, et al., 2019).

Strategy formulation needs to involve all members in the school. This relates to the goal to be achieved, namely improving the quality of learning in schools. If the strategy has been prepared correctly, the next step is to implement this strategy to create quality and quality learning (Hayudiyani, 2020). In teaching and learning ac-

tivities, the teacher has an important role in making the knowledge taught acceptable to existing students. Not only does it play a role in teaching science, there are many roles for the teacher in the learning process (Yestiani & Zahwa, 2020). Related to improving the quality of learning in the disruption era or the millennial era 4.0, so it is important for an educator in this era to be able to understand how to properly educate students in accordance with the times (Umroh, 2019). Meanwhile, many teachers are not proficient in using technology, especially in the rural area, which is the teacher's main concern for these changes. Teaching quality and student outcomes are significantly influenced by teachers' proficiency in the use of technology. Therefore, teachers must take part in previous training so that they are ready to face learning in the era of disruption (Santaria, 2020).

Based on a preliminary study regarding strategies for improving the quality of learning in the era of disruption at Pertiwi Kindergarten, Taman District, it is deemed necessary to investigate. This is because there are still teachers who say that they are not ready to do learning using an electronic or computer system. In addition, the teacher feels that there is no need to update learning resources using an electronic or computer system, so with that the researcher wants to know more clearly what strategies will be given by the teacher in improving the quality of learning in the era of disruption at Pertiwi Kindergarten, Taman Pemalang District.

Based on the above, the authors intend to conduct research with the title "Teacher's Strategy in Improving the Quality of Disruption Era Learning in Pertiwi Kindergarten, Taman Pemalang District." With the hope that with this research there are strategies to improve the quality of learning in the era of disruption at Pertiwi Kindergarten, Taman Pemalang District.

METHOD

This study uses a qualitative approach, with a case study type of research. Qualitative research is data analysis that must be carried out carefully so that the data that has been obtained can be narrated properly, so that it becomes a proper research result (Fadli, 2021). This is in line with the opinion that obtaining in-depth knowledge of an event scientifically and carried out in detail and depth about certain programs, activities or initiatives from individuals, groups, organizations or institutions, then you can use case studies to get it (Rahardjo, 2017). In this study to find

out how the teacher's strategy is in improving the quality of learning in the era of disruption at Pertiwi Kindergarten, Taman Kota Pemalang District. This research was conducted at four institutions in Pertiwi Kindergarten, Taman Pemalang District.

The first data source in this study, the primary data source in this study was obtained from interview notes from school principals and teachers from the four institutions in Pertiwi Kindergarten, Taman Pemalang District. Second, secondary data sources in this study are documentation, both school program documents and documents related to teacher strategic activities in improving the quality of learning in the disruption era at Pertiwi Kindergarten, Taman Kota Pemalang District. Data collection techniques in this study used observation techniques, interview techniques, documentation techniques. Data analysis techniques in this study are data reduction, data presentation, and drawing conclusions. The validity of the data used in proving the correctness of the data is by means of a credibility test technique with source triangulation technique.

RESULTS AND DISCUSSION

The results of research on teacher strategies in improving the quality of learning in the disruption era at Pertiwi Kindergarten, Taman Pemalang District, in this study there are two aspects studied, namely the teacher's strategy in improving the quality of learning in the era of disruption in Pertiwi Kindergarten, Taman Pemalang District and teacher considerations in selecting strategies to improve the quality of learning in the disruption era at Pertiwi Kindergarten, Taman Pemalang District. The following is a description of the research results and their discussion:

1. Teacher's Strategy in Improving the Quality of Disruption Era Learning in Pertiwi Kindergarten, Taman Pemalang District

The period of disruption is a period in which there have been significant changes in all aspects of society due to the use of digital technology. The main benefit of this change is that it will make it easier for the general public to perform all types of services. However, this change must be implemented critically, especially from the world of education (Albab, 2020). Principals and teachers at Pertiwi Kindergarten in Taman District agree that the era of disruption has brought about a change, especially in the world of education. But this change needs to be welcomed, this can facili-

tate learning because children can know real media that cannot be seen directly and the insights of teachers and students become wider. The existence of the era of disruption makes education good and makes students think forward, but the development of technology in the era of disruption has not only positive but also negative impacts because students don't appreciate the process and prefer instant things.

According to Asmawati (2014: 25) which states properly educate children, technology must also be discussed in class, not only at the elementary, middle, or high school levels. But it is also important to introduce it to early childhood. Thus, a teacher must be able to utilize technology for the benefit of teaching in the classroom. Incorporating technology into early childhood education makes them more enthusiastic about the learning process. If the material is made carefully and attractively, it is likely that this is related to the child's interest, which will cause the child's attention to become more focused, making the child enthusiastic in receiving the learning material (Azis, 2016). The findings of this study also show that principals and teachers explain where to introduce digital technology in the era of disruption is necessary because children can adjust learning according to the era of disruption and children are left behind by technological developments. So that children can adjust learning in the era of disruption and make children more critical in learning.

According to Trilling and Fadel (2009) states that Rapid technological advances have caused changes in all fields, including education. The purpose of education today is to improve students' learning abilities. To develop educational strategies that suit the needs of students who are present in this era of technological advances, educators must be trained so they can design strategies appropriately (Ritonga, et al., 2021). The findings in this study indicate that school principals and teachers feel changes in the learning process in the era of disruption where differences in students, students in the era of disruption are felt to be more critical and have a high curiosity. In the era of disruption, teachers are also required to always innovate and teachers can access information quickly and easily.

These changes are a challenge that must be faced by educators in this era of disruption. Therefore, digital literacy skills are very important for teachers and students who must understand, analyze, present, and evaluate information using digital technology. The solution that can be used is the need for digital literacy learning in schools

(Asari, dkk., 2019). The principal and teacher at Pertiwi Kindergarten, Taman Pemalang District, explained that the challenge faced when teaching in the era of disruption is with students who are increasingly critical and curious but the teacher's ability to master technology is still lacking, so this is a challenge that needs to be faced.

According to Sobri (2016) said that deep improving the quality of education does not only come from graduates; rather it comes from the factors that surround it. The facilities and infrastructure that are sought after, the principal's leadership style, and the environment in which the school and students live are supporting factors for the ongoing changes aimed at improving quality. In addition, there are inhibiting factors, such as the teacher's way of thinking that cannot be changed and the teacher's low level of expertise (Zahro, et al., 2018). The findings of this study indicate that the inhibiting factors at school are inadequate facilities and internet networks, while the supporting factors are enthusiasm from students and support from parents of students.

Digital technology that can be used in the learning process is an innovative method that allows students to receive direct feedback without having to meet in person. Utilizing digital technology can also increase student interest in learning activities (Hidayat & Khotimah, 2019). Based on the findings in this study, the learning process using a laptop or LCD makes learning more interesting and children become more enthusiastic about receiving learning material.

The world of education is more than just a device, but a set of procedures and systems used to guide instruction so that the desired results are achieved. The use of technology in education can be made to make lessons more interesting for students and more effective in terms of efficiency and effectiveness. Technology can also be used as an administrative tool that makes it easier for school administrators to manage student, teacher, and other data. In addition, a teacher can use technology to create lesson plans and materials that students need to learn (Lestari, 2018). Based on the results of the research, it shows that the benefits of using technology in learning are that it can be a source of material and learning that is more effective, interesting, and fun.

Guernsey (2010) says that technology must be a source of additional information with appropriate and effective use of media for children. Adoption of appropriate technology for child development must have the goal of guiding the child. Teachers are expected to devote time to evaluating and selecting the technology to be

used, and to understand how to use it, to identify constraints when using it (Ulfa, 2016). Based on the findings in this study, the obstacles experienced by Pertiwi Kindergarten in Taman Pemalang District were the limited infrastructure, there were still many students and teachers who did not understand how to operate technology so that this became an obstacle in the use of technology in learning.

An efficient and effective educational process and achieving the desired educational goals requires an appropriate teaching and learning strategy as a means to increase early childhood learning motivation related to available school equipment (Wahid, 2018). When learning is done using various strategies, the learning environment will be more exciting and students will not feel burdened. The application of various strategies must be adhered to in order to succeed (Pane & Darwis Dasopang, 2017). The findings of this study indicate that the use of different learning models and methods depends on the subject being taught. Teachers at Pertiwi Kindergarten in Taman District use various learning strategies such as question and answer strategies, telling stories, lectures, singing, and playing strategies.

The quality of learning is the quality of learning. This is related to the quality of the learning process which is the result of teacher quality in providing learning services that can achieve students' enthusiasm for learning (Syafi'i, 2020). Based on Sani (2015: 7) in general, the orientation of school quality management is to improve the quality of education services, improve educational productivity and efficiency through improving existing performance in schools, as well as improving the quality of performance in an effort to produce educational graduates who are satisfying and able to meet needs. stakeholders (Kristiana, 2019). According to Asmarani (2014) there are several things that can be done to improve the professional competence of a teacher, namely reading educational books, reading and writing scientific papers following actual news from the news media, attending trainings, participating in KKG conducting classroom action research and participating actively. in professional organizations (Widaningsing, et al., 2019). The findings of this study indicate that at Pertiwi Kindergarten, Taman Pemalang District, teachers are given the opportunity to attend trainings, workshops, it is hoped that they can improve school quality and be able to keep up with the times. It is also hoped that teachers participating in trainings and workshops can improve the quality of their student learning.

The progress of a nation can be seen from how advanced the education it has. One of the factors supporting the quality of education runs optimally and ideally by maximizing the ability of facilities and infrastructure that are in accordance with the current developments, educational facilities and infrastructure that are directly related to computers, LAN and WAN to support the learning process (Wijasena & Haq, 2021). Digital technology that can be used in the learning process is an innovative method that allows students to receive direct feedback without having to meet in person. Utilizing digital technology can also increase student interest in learning activities (Hidayat & Khotimah, 2019). The findings of this study indicate that in Pertiwi Kindergarten, Taman Pemalang District, school principals and teachers have provided facilities and infrastructure that support learning in the era of disruption. Facilities provided by the school include LCD, projector, laptop and WIFI. The learning process using digital technology makes learning easier, interesting, effective and children become more enthusiastic.

2. Teacher Considerations in Choosing Strategies to Improve the Quality of Disruption Era Learning at Pertiwi Kindergarten, Taman Pemalang District

According to Dolong (2016) who states that being a teacher is important to understand the learning components because they will work together with other components to provide effective strategies and appropriate media to produce quality students (Adisel, 2022). Based on the findings in this study, it shows that the components of learning strategies in TK Pertiwi Taman District consist of learning activities, delivering information to students, student participation, strategy, goals, evaluation, and follow-up/feedback.

Learning strategies are needed in the teaching and learning process, this is in order to achieve what has been prepared and designed. Applying various kinds of learning strategies in the teaching and learning process is a way or effort to find appropriate strategies so that the knowledge given to children can be well received and in accordance with the development and intelligence of each child.

The creation of an effective learning strategy is not solely seen from the ability of students, another thing that needs to be considered is how the teacher's abilities, materials, media, learning resources, and the desired goals. The strategy of each school is different, in this case the teacher

needs to increase creativity and broad insight in teaching in order to be able to determine the right strategy according to the goals that have been planned.

A successful strategy requires the development of a solid strategy that takes into account the abilities and interests of the students. Then the teacher's task is to analyze and develop appropriate plans and in line with the learning objectives and the characteristics possessed by these students. The development of relevant strategies will produce students who can think creatively, be honest, and easily handle various situations (Saif, 2018).

In the field of education, the industrial era 4.0 or disruption is an era in which classical class teaching must develop into computer-based teaching. The main benefit of this change is that it will make it easier for the general public to perform all types of services (Albab, 2020). In this regard, considering the selection of strategies for teaching is something that must be done by a teacher. The things that need to be considered in the selection of learning to be effective and efficient are to consider everything that has to do with goals, including cognitive, affective, and motor aspects and skills to achieve a goal. Consider using appropriate strategies to make them more effective and efficient (Ningsih, 2019).

Learning in settings *blended learning* is currently one of the alternative innovations. *Blended learning* is a learning approach that integrates traditional face-to-face learning and distance learning that uses online learning resources with a variety of communication options that can be used by teachers and students (Masitoh, 2018). It was also found by researchers that in Pertiwi Kindergarten, Taman District, when considering the selection of learning strategies, the learning objectives, learning environment, student characteristics and student interests were considered. And also consider blended learning to align with the times.

CONCLUSION

Based on the results of the study entitled "Teacher's Strategy in Improving the Quality of Disruption Era Learning in Pertiwi Kindergarten, Taman Pemalang District" it can be concluded as follows:

1. The strategy for improving the quality of learning in the era of disruption is in terms of increasing teachers' abilities in teaching, teachers are given the opportunity to attend seminars, trainings, workshops related to increasing

teacher knowledge about technology. Then in terms of infrastructure, namely teachers have used internet media according to developments and technological advances in this era of disruption so that students become more active and fun in learning and don't feel bored participating in learning at school.

2. The consideration for improving the quality of learning in the era of disruption is that the teacher considers implementing using learning method blended learning to combine learning online face to face to integrate technological progress and innovation.

3. In connection with this research, it is hoped that teachers will take part in trainings held by the government to obtain new methods and be able to improve the quality of the learning process and the potential of teachers to be more varied and innovative. TK Pertiwi Taman Pemalang District should also improve facilities and infrastructure to support learning in the era of disruption.

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