



---

## **Strengthening the Professionalism of ECE Aisyiah Teachers in Wirogunan Village Through Humanical Communication in the Era of Pandemi Covid 19**

Suyahman<sup>✉</sup>

DOI: <http://dx.doi.org/10.15294/ijeces.v10i1.44721>

Universitas Veteran Bangun Nusantara, Sukoharjo, Indonesia

---

### **History Article**

Submitted 1 April 2021

Revised 12 May 2021

Accepted 25 June 2021

### **Keywords:**

Professionalism; humanist communication

### **Abstract**

Abstract. This study aims to describe the strengthening of the professionalism of Aisyiah Early Childhood Education (ECE) teachers in Wirogunan Village through humanist communication in the Covid 19 pandemic era. : qualitative descriptive research. Data collection methods: interviews with applications; Whatshaap, google form and documentation. The data analysis technique uses qualitative analysis techniques consisting of 3 stages, namely: data reduction, data display and data verification. Research result ; The results of interviews with 8 teachers and 1 principal conducted on 4-10 June 2020 obtained information: teachers are less familiar with their students, teachers have difficulty managing classes, teaching styles are monotonous, less interactive, less able to provide motivation, difficult to give examples of behavioral attitudes to students, it is difficult to educate character, less able to develop the material actually. The impact of all this is that students do not maximize their potential, interests and talents. This condition must be found a solution. One solution is to strengthen the professionalism of the Early Childhood Education (ECE) teacher Aisyiah, Wirogunan Village, through humanist communication.

### **How to cite**

Suyahman, S. (2021). Strengthening The Professionalism of PAUD Aisyiah Teachers in Wirogunan Village through Humanical Communication in The Era of Pandemi Covid 19. *Indonesian Journal of Early Childhood Education Studies*, 10(1).

## INTRODUCTION

The teacher plays an important role in the learning process. The presence of the teacher determines the success or failure of the learning process. Teachers who are creative and innovative can certainly create interesting and fun learning processes for students.

One of the characteristics of ECE students is that they like a pleasant, safe, comfortable, condusive, and peaceful atmosphere. Therefore, ECE teachers must be able to develop creativity and innovation in carrying out the learning process. Such early childhood teachers, of course, in carrying out the learning process carry out the learning components in an integrated and integral manner. Such an early childhood teacher profile requires a main requirement, namely professionalism.

The reality in the field shows that when home schooling is carried out where children are divided into small groups and learning is carried out at the parents' house of the parents because of the pandemic situation, information is obtained that: children lack focus, children play a lot with their will. On their own, teachers are less creative and innovative, children are not less responsive to what the teacher gives. In such a condition, what the teacher is targeting the children is that changes in knowledge, attitudes and actions are less than optimal.

If this reality is allowed, the impact of learning fails so that the goal is not maximally achieved. Because it must be found a way out to overcome this problem. One of the efforts is to improve the professionalism of ECE Aisyiah teachers in Wirogunan Village, Kartasura District. So that the professionalism of early childhood teachers can be maximized, it must be balanced with humanist communication, namely communication between teachers and students by promoting mutual respect and respecting the views of ideas conveyed by students. Hygiene communication greatly supports the creation of condusive, safe, comfortable and peaceful learning.

Departing from this fact, the main problem in this research is formulated: how to strengthen professionalism based on humanist communication for ECE Aisyiah teachers, Wirogunan Village, Kartasura District, Sukoharjo Regency? The research objectives were: to describe the strengthening of the professionalism of Aisyiah Early Childhood Education (ECE) teachers in Wirogunan Village through humanist communication in the era of the COVID-19 pandemic.

Said Professionalism according to Longman. 1987 is the behavior, expertise or quality of someone who is professional or professionalism (professionalism) is the characteristics (ability, skill, way of doing things, etc.) (Sutarmanto, 2012) Another opinion Rusman, 2011, professionalism is a view certain skills needed in certain jobs, where the expertise is only obtained through special education or special training (Nurdiansyah, 2017). Bambang Susanto, 2018 emphasized that professionalism leads to the commitment of members of a profession to improve their professional abilities and continuously develop the strategies they use in doing work in accordance with the profession they are assigned. (Roza et al., 2019)

From some of the views of professionalism above, in this study, professionalism is interpreted as an attitude, behavior carried out by someone based on ability, expertise, and expertise he has in managing his profession in a professional manner. In the context of ECE teachers, professionalism means that ECE teachers in carrying out their profession are based on their abilities, expertise and expertise and are carried out professionally. There are several views about ECE teachers, as described by Yamin, 2012, Kindergarten teachers who are categorized as early childhood educators, are the same as tutors, facilitators, tutors and others who are identified as having characteristics, namely: a figure who has charisma, the ability to design learning programs, is able to organize and manage classes effectively, efficiently, an adult who can consciously educate, teach, guide and make teachers a profession that requires special expertise (Administrator, 2017), (Alkornia, 2016) According to Slamet Suyanto. 2005, teachers in Kindergarten / ECE must be really aware and put themselves as stimulators to inspire the various potentials of children, because at this time it is very decisive for the development and further growth of children because it is a sensitive period and a golden period in life. child. This situation implies that all parties need to understand the importance of early childhood in order to optimize growth and development (Sarnoto, 2016).

The ideal ECE teacher should be able to carry out his profession professionally, meaning that the teacher must be able to show his expertise, expertise and be implemented in the learning process, so that the learning process is interesting, fun and exciting for children. Likewise, ECE teachers must be able to develop and explore the potential, interests and talents of each child so that they can develop optimally. (Febrialismanto, 2017)

However, the facts that the researchers obtained in the field based on the home schooling activities carried out at ECE Aisyiah Wirogunan Village are as follows: the teacher's teaching style is monotonous, the teacher is less able to develop subject matter, the teacher is less able to provide examples of actual material examples, the teacher does not understand the characteristics possessed by each child, in learning the teacher dominates, meaning that the teacher talks more and empowers children less, the teacher sees children as only learning objects, teachers are less able to choose games, singing with character.

Also the results of observations of children during home schooling researchers found the following findings: children get bored quickly, children do not respond to teachers, children do not pay attention, many children spoil their parents, children are not interested in what the teacher teaches, children passive, many children talk to themselves. Meanwhile, the results of interviews with the parents of the ECE Aisyiah child which the researchers conducted at home schooling obtained the following information: the teacher speaks loudly, the teacher is often angry, the teacher is unable to motivate the child, the teacher is less creative, the teacher is less fair in paying attention, the teacher less able to manage the class well.

Based on the results of observations of teachers, children and interviews with parents of ECE Aisyiah children in Wirogunan Village in this study, the main problems can be formulated: how to strengthen the professionalism of ECE Aisyiah teachers in Wirogunan Village, Kartasura District, Sukoharjo Regency by implementing humanist communication in the Covid 19 pandemic era? The purpose of this research is to describe the strengthening of the professionalism of ECE Aisyiah teachers in Wirogunan Village, Kartasura District, Sukoharjo Regency by implementing humanist communication in the era of the COVID-19 pandemic.

## METHOD

This type of research is a qualitative descriptive study. This research aims to provide an overview of the current professionalism of ECE Aisyiah Wirogunan Village teachers and to project the professionalism of future Aisyiah Wirogunan Village ECE teachers, which are expected to be of higher quality by using humanist communication. The research subjects were teachers and children of ECE Aisyiah, Wirogunan Village, and the object was humanist communication.

The data needed in this study are data on the professionalism of the Wirogunan Village ECE Teachers and humanist communication data. To obtain this data, an online interview method is used using the application: WA, google form and discussion, the research instrument used is an interview guide. Other data needed is humanist communication using a questionnaire with the google form application which must be filled in by Wirogunan Village Early Childhood Teachers, and the instrument used is the questionnaire guide.

After the data was collected, the data were analyzed using qualitative analysis techniques. The flow of qualitative analysis technique consists of 3 steps, namely: data reduction, data display, data verification. (Lexy J. Moleong, 2019)

## RESULTS AND DISCUSSION

### 1. Research result

The description of the research data is based on the results of interviews indirectly and is open about the professionalism of ECE teachers carried out by the WA application, contact person and video call with the interview guide research instrument. the interviewees were ECE teachers and children in Wirogunan Village. In addition, data from the questionnaire results are indirect and closed about humanist communication for early childhood teachers which is done online with the google application, the instrument form used is the questionnaire guide.

Data from interviews with Wirogunan Village ECE teachers can be described as follows: Aisyiah's Wirogunan Village ECE teachers in carrying out the learning process feel less professional. This is shown by the following indicators: the teaching style is monotonous, the choice of methods and media is not quite right, is less able to develop subject matter, is less able to master the class, the teacher is less interactive, the examples given by the teacher are less attractive, learning is tense, is less able to motivate children, pay less attention to the potential, interests and talents of children. Data from interviews with ECE children in Wirogunan Village where during the interview they were accompanied by their respective parents online with a video call application and contact person can be described as follows: children feel unhappy, and get bored quickly, children feel uncomfortable in class, children are more like to spoil their parents, children pay less attention to the teacher, children do not want to carry out the teacher's orders, children play alone, children feel afraid of the teacher and children feel the teacher

is fierce because of his loud voice.

Likewise, the data from the questionnaire results about humanist communication conducted by researchers on 5 ECE Aisyiah Wirogunan Village teachers using the google form application obtained information that teachers respect the dignity, freedom and ability of each child, the teacher provides opportunities for children to express feelings, thoughts, and experience, the teacher educates children to obey the commitments they have made, the teacher provides the widest possible opportunity for children to develop their personality and creativity, as well as responsible attitudes and behavior, teachers educate each child to actualize attitudes, behaviors and actions with using singing and games, the teacher develops an attitude of mutual respect, mutual respect and cares for one another.

Also the data from the results of questionnaires about humanist communication conducted by researchers on parents of ECE children online with the google form application obtained the following information: after the teacher used humanist communication in learning there was a very significant change in relation to the professionalism of ECE teachers. This is indicated by indicators: the teacher gives affection to each child, the language used by the teacher is also more communicative, the teacher is able to create a safe, comfortable, and peaceful learning atmosphere, the teacher gives examples of mutual respect, mutual respect, mutual care and attitude the responsibility of each child, the teacher educates the attitude to protect the dignity of each other, the teacher educates how to actualize good attitudes, behavior and actions in life at home, community and at school.

## 2. Discussion

Learning activities in the era of the Covid 19 pandemic were faced with very complex problems. This does not mean every teacher gives up on the situation, but instead becomes a challenge. The Covid 19 Pandemic Era the learning process is carried out online. This is done in order to break the chain of transmission of COVID-19. This means that learning is carried out online / online using applications according to the abilities of teachers, children and parents of each child. In ECE Aisyiah, Wirogunan village, learning is carried out using the WA application, SMS, Contac Person, video call, google form. In addition to this application, learning is also carried out with the home schooling model which is carried out in small groups, namely a group of 3-5 children guided by one teach-

er and accompanied by their respective parents. Based on the results of observations, home schooling is felt to be very insignificant, because of limitations such as: limited learning resources, limited learning time, limited learning space, limited learning media and so on. Likewise, the implementation of online learning for ECE Aisyiah using the WA application, SMS, Contac Person, video call, google form, was also felt to be less effective. Thus the implementation of online learning using the WA application, SMS, Contac Person, video call, google form and home schooling learning is felt to be less supportive of teacher professionalism. ECE teachers who have a spirit of professionalism always encourage themselves to create professional work. The quality of professionalism is supported by the following characteristics: 1) The desire to always display behavior that is close to ideal masters. A person who has high professionalism will always try to manifest himself according to the predetermined skill. He will identify himself to someone who is considered to have this expertise. What is meant by "ideal expert" is a set of behavior that is considered the most perfect and is used as a reference. 2) Improve and maintain the professional image High professionalism is shown by the great desire to always improve and maintain the professional image through the embodiment of professional behavior. The manifestation is carried out in various ways, for example appearance, manner of conversation, use of language, body posture, attitude of daily life, relationships with other individuals. 3.) The desire to constantly pursue professional development opportunities that can enhance and improve the quality of knowledge and skills. 4.) Pursuing quality and aspirations in the profession. Professionalism is marked by the quality and degree of pride in the profession that one holds. In this case, it is hoped that someone will have a sense of pride and confidence in their profession. (Maiza & Nurhafizah, 2019)

The definition of being a professional teacher in early childhood education is that a teacher must play an active role in dealing with early childhood which includes aspects of life and learning in the early childhood education environment. Being a ECE teacher is the essence of serving and serving as an early childhood teacher which must be interpreted differently and lived wholeheartedly without expecting any lure. Because teaching and educating are not based on the fulfillment of material desires, but on a calling to make the nation's children educate, both from cognitive and empirical aspects.

There are several tasks of a kindergarten

teacher or in a lesson in Kindergarten and its function in teaching, among the main tasks and functions of the teacher or teacher in Kindergarten include: guiding, assisting and directing students to learn to know themselves and their environment in a fun way (toys, art, and beauty), guides and helps students improve verbal communication skills (in the form of actions and behavior) and nonverbal (leads to the use of good and correct spoken language), introduces the names of objects around them to students, providing basic knowledge of religion and noble morals, guiding, assisting, and directing students to be able to develop their physical, intellectual, psychological and social abilities (Muliawan, 2009: 79-80).

In addition, the task of the teacher is in addition to helping, guiding, and providing reinforcement to children, also assessing the children's work from each area of interest they have completed. Kindergarten teachers face the various potentials of children, so they are tasked with: stimulating various potential so that it grows, helps the growth of potential according to children's interests, guides creativity that fosters potential patiently, wisely, fun, joyful, relaxed and full of love, creative in designing and creating various games, in the context of a learning approach that is more motivating for children, able to communicate with the child's parents wisely, identifying each child as an individual who has unique needs, life experiences, children's personality, children's interests, and children's learning styles (Rasyid, 2008). In addition, teachers in Kindergarten are tasked with developing all the abilities that children have according to their developmental stages, introducing children to their own world, developing children's socialization, introducing rules and instilling discipline in children and providing opportunities for children to enjoy their playtime (2008).

In an effort to actualize teacher professionalism, the government has set standards that must be met for every educator, Article 26 of Government Regulation Number 19 of 2005 concerning National Education Standards stipulates that educators must have academic qualifications and competences as learning agents, physically and mentally healthy, and have the ability to realize the goals of national education. Competencies as a learning agent at the primary and secondary education and early childhood education levels include; pedagogical competence, personality competence, professional competence and social competence. Meanwhile, academic qualifications have also been determined for each level and educational unit.

Teachers who have professionalism are certainly always ready to face various challenges in a professional manner. However, because professional ECE teachers also have limitations, of course in carrying out learning in the Covid 19 era, they are also not maximally carrying out their duties, mains and functions.

The root of the problem which is the cause of the inadequate implementation of the professionalism of ECE Aisyiah's Wirogunan village teachers is in fact communication. Therefore, what needs to be done is to strengthen the professionalism of ECE Aisyiah Desa wirogunan teachers in the aspect of communication. In this study, the communication aspect offered is humanist communication, which in essence, substance, and urgency has been described in the description above.

The results of interviews with teachers and children and parents of children when the teacher applies humanist communication, there is a significant change in the learning process. By using humanist communication, teacher professionalism can be maximally applied in the learning process in the Covid 19 pandemic era. The indicator is learning becomes lively, interesting, fun, and there is interactive communication even though it is done online. Children are motivated to follow the teacher's instructions, for example invited to pray the children are enthusiastic, invited to sing songs with character and spirit.

Then how to strengthen teacher professionalism based on humanist communication. The essence of professionalism of ECE teachers is to have: academic competence, personality competence, social competence and professional competence. Related to the professional competence of early childhood teachers, namely teachers in carrying out their main tasks and functions are carried out professionally. In order to support the implementation of professionalism, it must be based on humanist communication, meaning that in the learning process the teacher must acknowledge the individual differences possessed by ideal students. Teachers must provide services according to the differences in potential, interests and talents of students. Teachers must appreciate and respect the potential of students. With this recognition, professionalism which is supported by humanist communication really supports the achievement of maximum learning results.

## CONCLUSION

Based on the description of the research results and discussion, it can be concluded that

the use of humanist communication can strengthen the professionalism of ECE Aisyiah teachers in Wirogunan village, Kartasura district, Sukoharjo district.

## REFERENCE

- Administrator. (2017). *Kriteria Ideal Guru Taman Kanak-kanak*. 22 Maret.
- Alkornia, S. (2016). Studi deskriptif kompetensi pedagogik dan profesionalisme guru ECE dharma wanita binaan skb situbondo. *Journal Of Educational Administrasion And Policy*.
- Febrialismanto, F. (2017). ANALISIS KOMPETENSI PROFESIONAL GURU PG ECE KABUPATEN KAMPAR PROVINSI RIAU. *Jurnal Pendidikan Anak*. <https://doi.org/10.21831/jpa.v6i2.17700>
- Lexy J. Moleong, D. M. A. (2019). Metodologi Penelitian Kualitatif (Edisi Revisi). *PT. Remaja Rosda Karya*. <https://doi.org/10.1016/j.carbpol.2013.02.055>
- Maiza, Z., & Nurhafizah, N. (2019). Pengembangan Keprofesionalisme Berkelanjutan dalam Meningkatkan Profesionalisme Guru Pendidikan Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*. <https://doi.org/10.31004/obsesi.v3i2.196>
- Nurdiansyah, A. S. (2017). Profesionalisme Guru dan Tantangan Kedepan dalam Peningkatan Mutu Pendidikan Pada Era Global. *Universitas Negeri Malang*.
- Roza, D., Nurhafizah, N., & Yaswinda, Y. (2019). Urgensi Profesionalisme Guru Pendidikan Anak Usia Dini dalam Penyelenggaraan Perlindungan Anak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*. <https://doi.org/10.31004/obsesi.v4i1.325>
- Sarnoto, A. Z. (2016). Profesionalisme Guru Anak Usia Dini. *Prosiding Seminar Nasional Peran Pengasuhan Anak Raudhatul Atfal Dalam Membangun Karakter Bangsa*.
- Sutarmanto, S. (2012). KOMPETENSI DAN PROFESIONALISME GURU PENDIDIKAN ANAK USIA DINI. *Jurnal Visi Ilmu Pendidikan*. <https://doi.org/10.26418/jvip.v1i1.42>
- Ahmad Rizali, dkk. 2009. *Dari Guru Konvensional Menuju Guru Profesional*. Jakarta: PT. Gramedia Widiasarana Indonesia
- Anggun Puspita. 2012. 87,3 persen Guru ECE Tak Penuhi Standar Kompetensi. Diakses dari: [http://www.suaramerdeka.com/v1/index.php/read/news\\_smg/2012/05/27/119581/873-PersenGuru-ECE-Tak-PenuhiStandar-Kompetensi](http://www.suaramerdeka.com/v1/index.php/read/news_smg/2012/05/27/119581/873-PersenGuru-ECE-Tak-PenuhiStandar-Kompetensi), tanggal 25 September 2012, jam 11:41
- Brewer, Jo Ann. 2007. *Introduction to Early Childhood Education: Preschool through primary grades*. USA: Pearson Education, Inc.
- Bambang Susanto, 2018, Profesionalisme guru antara harapan dan kenyataan, makalah seminar nasional di Univet Bantara Sukoharjo, 2 mei 2018, tidak dipublikasikan
- Direktorat ECE. TT. Peraturan menteri Pendidikan Nasional Tentang Standar Pendidikan Anak Usia Dini. Jakarta: Kemendiknas
- Direktorat ECE. 2011. Mengenal Pendidikan Anak Usia Dini di Indonesia. Diakses dari <http://ECE.kemdiknas.go.id/index.php/home/bukaLinkBeritaRSS/1>, tanggal 25 September 2012, jam 11:50 Redaksi. 2012. Kriteria Pendidik Lembaga ECE. Diakses dari: <http://www.koranpendidikan.com/view/1268/kriteria-pendidiklembaga-ECE.html>, tanggal 25 September 2012, jam 11:46 Rini. 2012. Dirjen ECENI: Dorong Guru ECE Berpendidikan Sarjana. Diakses dari: <http://www.ECeni.kemdikbud.go.id/dorong-guru-ECEberpendidikan-sarjana/>, tanggal 25 September 2012, jam 11:40
- Driscoll, Amy dan Nagel, Nancy G. 2005. *Early Childhood Education, Birth-8*. USA: Pearson Education, Inc. Edgington, Margaret. 2004. *The Foundation Stage Teacher in Action Teaching 3, 4, and 5- Year-Olds*. London: Paul Chapman Publishing
- Goyer dalam Stewart L Tubbs dan Sylvia Moss. 2001. "Human Communication: Prinsip-Prinsip Dasar (Buku Pertama)". Terjemahan Dedy Mulyana dan Gembirasari. Bandung: Remaja Rosdakarya. Hal. 3-4.
- H.E. Mulyasa. 2012. *Manajemen ECE*. Bandung: PT. Remaja Rosdakarya
- Kostelnik, Marjorie J, et all. 2007. *Developmentally Appropriate Curriculum Best Practices in Early Childhood Education*. New Jersey: Pearson Education, Inc.
- Longman. 1987. *Dictionary of Contemporary English*. Eight Edition. England: Longman Group UK Limited
- Mulyasa. 2009. *Standar Kompetensi dan Sertifikasi Guru*. Bandung: PT Remaja Rosdakarta.
- Nurdiansyah, A. S. (2017). Profesionalisme Guru dan Tantangan Kedepan dalam Peningkatan Mutu Pendidikan Pada Era Global. *Universitas Negeri Malang*.
- Onong Uchjana Effendy. 2003. "Ilmu, Teri dan Filsafat Komunikasi". Bandung: Citra Adhya Bakti. Hal. 357
- Rusman, M.Pd, *Model-model Pembelajaran (Mengembangkan Profesionalisme Guru)* Jakarta : Rajawali Pers, 2011.
- Rasyid, Harun. 2008. *Potret Guru Taman Kanak-Kanak Profesional*. Yogyakarta: Universitas Negeri Yogyakarta.
- Roza, D., Nurhafizah, N., & Yaswinda, Y. (2019). Urgensi Profesionalisme Guru Pendidikan Anak Usia Dini dalam Penyelenggaraan Perlindungan Anak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*. <https://doi.org/10.31004/obsesi.v4i1.325>
- Sutarmanto, S. (2012). KOMPETENSI DAN PROFESIONALISME GURU PENDIDIKAN

- ANAK USIA DINI. *Jurnal Visi Ilmu Pendidikan*. <https://doi.org/10.26418/jvip.v1i1.42>
- Suara Merdeka. 2012. Guru ECE Belum Penuhi Standar Kompetensi. Diakses dari: <http://www.lazuardibirru.org/gurupencerah/beritagurupencerah/guru-ECEbelum-penuhi-standarkompetensi/>, tanggal 25 September 2012, jam 11:4
- Slamet Suyanto. 2005. *Dasar-dasar Pendidikan Anak Usia Dini*. Yogyakarta: Hikayat Publishing
- Suyanto dan Asep Djihad. 2012. *Bagaimana Menjadi Calon Guru dan Guru Profesional*. Yogyakarta: Multi Presindo.
- Sarnoto, A. Z. (2016). Profesionalisme Guru Anak Usia Dini. *Prosiding Seminar Nasional Peran Pengasuhan Anak Raudhatul Atfal Dalam Membangun Karakter Bangsa*.
- Theo Riyanto. "Pendidikan Yang Humanis". Melalui < <http://bruderfic.or.id/h-60/pendidikan-yang-humanis.html> > [8/04/2020]
- Waluyo, Edi., dan Mukminin, Amirul. 2008. *Profesional Kinerja Guru Taman Kanak-kanak*. Semarang.
- Yamin, H. Martinis. 2012. *Panduan ECE Pendidikan Anak Usia Dini*. Jakarta: Referensi.