



The Role of IGRA Professional Organization in Improving Pedagogical and Professional Competence of RA Teachers

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Abstract

This research focuses on determining the role of the IGRA professional organization in improving the pedagogical and professional competence of RA teachers. This research uses a qualitative approach with descriptive methods. The sample selection used a purposive sampling method, namely the researcher chose research subjects that were appropriate and specific to their profession. The primary data source for this research came from 124 respondents consisting of 9 IGRA Regional Leadership administrators (PD IGRA), 11 IGRA Branch Leadership administrators (PC IGRA), 41 school principals and 63 RA teachers in the city of Batam. This research begins in October 2023 until December 2023. Data collection techniques use interviews distributed via the Google Form application and field observations. The results of this research show that the professional organization IGRA has played a role in improving the pedagogical and professional competence of RA teachers through outreach activities, workshops/training and assistance in the Implementation of the Independent Raudhatul Athfal Curriculum (IKM RA). This is proven by the implementation of the Merdeka curriculum in all RA cities of Batam

Keywords: *IGRA Organization, Pedagogical Competence, Professional Competence, RA Teacher*



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INTRODUCTION

The rapid changes from time to time require children to be able to adapt to the times. To prepare for the future, currently RA children need to be equipped to have 21st Century competencies, namely being able to think critically, have a creative spirit, be able to establish communication and collaborate. This is not an easy thing to achieve, RA teachers have a great responsibility in facilitating learning activities and providing appropriate stimulation in accordance with the rate of development of RA children to achieve optimal child development. In achieving these goals, RA teachers are needed in accordance with the mandate of Law Number 14 of 2005, concerning Teachers and Lecturers, in article 10 paragraph 1 states that, "Teacher competence as referred to in Article 8 includes pedagogical competence, personality competence,

social competence, and professional competence obtained through professional education.

Pedagogical competence is needed by teachers as a basis of reference when analyzing and organizing aspects of development, basic concepts of meaningful play and its development, designing fun learning, organizing activities, developing potential, conducting assessments and reporting learning outcomes in accordance with the stage of early childhood development and used for children's needs.

Professional competence is needed by teachers when developing materials, structures and scientific concepts that are in accordance with the needs and stages of child development which are implemented in creative and fun activities. Currently, there are 578 RA teachers and education personnel in the city of Batam with a minimum academic qualification of S1 as many as 309 people with diverse educational backgrounds, many of whom are not from an early childhood education background, the number is spread across 110 RA institutions, with a total of 4,523 students. Of this number there are still many teachers who are not optimal in pedagogical competence and professional competence such as not understanding the concept of child development, not making lesson plans or lesson plans that are used never change from year to year, implementing learning that is not in accordance with the stage of child development such as learning more using worksheets than by direct observation or project methods, learning is classical, all children's activities are instructed by the teacher and children are not given the opportunity to choose the activities they like, every child must do the same play activities at the same time, drilling learning and the implementation of erroneous assessments such as the existence of an exam schedule in RA and reports on children's learning outcomes that are not based on valid data.

This condition is certainly very sad for the world of education, especially in the foundation phase, children are on the first foothold in the world of education, adequate teacher facilitation is needed to optimize their growth and development, if the teacher is not competent it will certainly be dangerous if it continues to be left, so there needs to be a real effort to fix it. To overcome this, we can make various efforts, such as participating in scholarship programs or independently continuing education to higher levels relevant to early childhood education or working together by optimizing the role of RA teacher professional organizations such as the Raudhatul Athfal Teacher Association (IGRA) to create various workshops or seminars that can improve teachers' pedagogical and professional competencies. The research was only conducted to measure the pedagogical and professional competencies of RA teachers in Batam city on the implementation of the independent curriculum. Based on the background described above, researchers want to have a problem formulation about how the role of IGRA professional organizations in improving the pedagogical and professional competence of RA teachers. As for the purpose of this study, the researcher wants to analyze the role of the IGRA professional organization in improving the pedagogical competence and professional competence of RA teachers.

In several previous studies covering the last five years, the role of professional organizations in improving teachers' competencies has been the main focus. Research by Munawir, Furqon Najib, and Gewi Nur Aini (2023) entitled "Improving Teachers' Capabilities Through Professional Organizations" highlighted that membership in professional organizations, such as the Indonesian Teachers Association (PGRI), Subject Teacher Consultation (MGMP), Indonesian Education Scholars Association

(ISPI), and Indonesian Madrasah Teachers Association (PGMI), brings significant benefits to teachers. These benefits include increased ability, career development, and protection from abuse that can harm the authority of the profession. Research by Nizar Galang Harfianto, Eldiana, Mar'atus Solekah (2022) entitled "The Role of Educational Professional Organizations in the Education System" shows that educational organizations have an important role in developing teachers' professional competence and improving the quality of the education system. In this context, HIMPAUDI contributes in fostering and developing organizations in stages, providing facilitation for the professional development of educators, and socializing the importance of the role of early childhood in society.

Research by Erika Ambarita, Yohana F Cahya, and Albert Surya Wanasida (2022) with the title "The Role of Subject Teacher Deliberation (MGMP) as a learning organization towards Improving Subject Teacher Competence" highlights the role of MGMP as a professional organization that provides a platform for teachers to learn from each other, share experiences, and consult. MGMP also functions as a forum for socializing policies and development programs, as well as a forum for brainstorming and problem solving in improving learning efficiency. Research by Inayatul Khadijah (2022) entitled "Definition and Ethics of the Teacher Profession" underlines that educational professional organizations can build public confidence in teacher competence. The educational professional organization is independent, which gives its members the freedom to make decisions without the intervention of other parties. The functions of teacher organizations include unification, improving insight and competence, career development, protection, welfare improvement, and community service. Sri Amelia's research (2022) entitled "Professional Organization as an Effort to Improve Teacher Professionalism" confirms that the teacher professional organization is a gathering place for individuals with educational expertise as a result of in-depth education and training. Membership in professional organizations can provide benefits in improving and developing the abilities of its members, making them competent in the world of education. Teachers as members of professional organizations not only contribute through routine dues, but also play an active role in realizing their professionalism by providing ideas and experiences for renewal and improving the overall quality of education. Overall, these studies show that membership in professional organizations has a positive impact on improving teachers' competence, professionalism and welfare, which in turn supports the overall improvement of education quality.

Recent studies have concluded that professional organizations such as the Indonesian Teachers' Association (Persatuan Guru Republik Indonesia, PGRI), Subject Teachers' Conference (Musyawarah Guru Mata Pelajaran, MGMP), Indonesian Education Scholars Association (Ikatan Sarjana Pendidikan Indonesia, ISPI) and Indonesian Madrasa Teachers Association (Peresatuan Guru Madrasah Indonesia, PGMI) play a role in improving the competence of junior and senior high school teachers and HIMPAUDI for early childhood educators. However, the description has not seen any research on the role of educator organizations to improve the competence of RA teachers. So the novelty of this research is on its target, namely the professional organization of the Rudhatul Athfal Teachers Association (IGRA). This research focuses on the role of IGRA professional organizations in improving the pedagogical competence and professional competence of RA teachers.

METHODOLOGY

This study uses a qualitative approach with descriptive methods to investigate the role of the professional organization of the Association of Raudhatul Athfal Teachers (IGRA) in improving the pedagogical and professional competence of RA teachers. According to Denzin & Lincoln (Rijal Fadli, 2021), qualitative research is an attempt to interpret phenomena by involving various methods. The descriptive method, in accordance with Samsu (Syahrial Hasan, 2023), involves finding facts with precise interpretation, studying problems in society, and trying to describe the object or subject under study as it is. The research was conducted in Batam City and took place from October to December 2023, involving RA teachers who are members of IGRA in the city. The sampling technique used purposive sampling method, which is a technique in which researchers select research subjects that are appropriate and specific to their profession (Lenaini Ika, 2021). The research respondents were divided into two groups, namely IGRA organization administrators and school principals and RA teachers. IGRA organization administrators consist of IGRA regional and branch leaders with various lengths of service. Meanwhile, principals and RA teachers are divided based on position and length of teaching, as well as school accreditation.

Data collection methods were conducted through interviews and field observations. Interviews were conducted using instruments that included the role of the IGRA organization as well as the pedagogical and professional competencies of RA teachers. Field observations focused on checking the implementation of Merdeka curriculum. The data analysis technique involves several stages, namely research preparation, research implementation with data collection through interviews and field observations, and data analysis using the instrument grid procedure. The research instrument involves a questionnaire with an instrument grid that includes the variables of the role of the IGRA organization, pedagogical competence, and professional competence of RA teachers. The research procedure is divided into preparation and implementation stages. The preparation stage involves the preparation of research topics, research instruments, and instrument grids. The implementation stage includes data collection through interviews and field observations with coding to facilitate data grouping. This research is expected to provide a deeper understanding of the role of IGRA in improving the competence of RA teachers and provide recommendations for further development.

RESULT AND DISCUSSION

Result

The research findings indicate that the professional organization IGRA (Ikatan Guru Raudhatul Athfal) plays a significant role in enhancing the pedagogic and professional competencies of RA (Raudhatul Athfal) teachers in Batam City. This study involved 20 organization board members, consisting of 8 members from the IGRA District Leadership and 12 members from the IGRA Branch Leadership. Meanwhile, the 104 respondents included 41 RA principals and 63 RA teachers. During interviews with IGRA's professional organization board members, several questions were asked to evaluate the organization's role. Here are the findings from the interviews:

1. IGRA Membership

- Almost all respondents stated that IGRA sets membership requirements that require IGRA members to be RA teachers or principals.

2. IGRA Membership Card (KTA)

- Almost all respondents acknowledged that IGRA assists in the creation of the IGRA Membership Card (KTA).

3. Akhlakul Karimah Development

- All respondents stated that IGRA facilitates the development of *akhlakul karimah* (noble character) through activities such as the Ramadan boarding school program and the Friday Blessings program.

4. Routine Akhlakul Karimah Practices during PHBI

All respondents stated that IGRA encourages the routine practice of *akhlakul karimah* during PHBI (Islamic holidays) by organizing PHBI events collectively and including religious activities.

5. Development of RA Teacher and Staff Potential

- All respondents stated that IGRA facilitates training in areas such as coloring, montage, English, and Quran recitation certification.

6. Enhancement of RA Teacher and Staff Achievements

- All respondents stated that IGRA enhances RA teachers' achievements through various competitions, including the Juz 30 memorization contest, children's song creation, and more.

7. Pedagogic and Professional Competency Development

- All respondents stated that IGRA facilitates the improvement of pedagogic and professional competencies through workshops on the Merdeka Curriculum or the Implementation of the Merdeka RA Curriculum.

During interviews with RA teachers and principals, questions were asked to evaluate IGRA's role in enhancing the pedagogic and professional competencies of RA teachers. Here are the findings from the interviews:

1. Pedagogic Competency Improvement

- Almost all respondents stated that IGRA helps improve the pedagogic competencies of RA teachers through child-friendly school programs, comparative studies, and the arrangement of play environments.

2. Professional Competency Improvement

- Almost all respondents stated that IGRA helps improve the professional competencies of RA teachers through training on the Merdeka RA Curriculum or IKM RA.

Field observations indicate that RAs in Batam City have adopted the Operational Curriculum of Madrasah Raudhatul Athfal (KOM RA) and the Merdeka Curriculum. They develop lesson plans, conduct assessments, and use learning outcome reports in accordance with the Merdeka Curriculum guidelines. Overall, this research shows that IGRA plays a crucial role in improving the quality of education at RAs in Batam City through various facilitation and programs provided. The collaboration between IGRA, the organization board members, and RA teachers forms the foundation for enhancing teachers' pedagogic and professional competencies, as well as improving the quality of learning at RAs.

Discussion

Furthermore, based on the results of the research conducted on 104 respondents consisting of 20 IGRA organization board members and 104 RA principals and teachers, the following discussion can be presented in line with the research objectives:

a. IGRA functions as a professional organization for RA teachers, establishing membership requirements that RA educators and educational staff must meet to become members. IGRA facilitates the provision of membership cards, serves as a platform for *akhlakul karimah* development through various programs such as Islamic holiday celebrations, routine monthly activities that begin with Quran recitation and *shalawat*, sharing with others through the Friday Blessings program during Ramadan, and religious lectures during the Ramadan boarding school program. In developing and enhancing members' potential, IGRA strives through several routine programs, including montage, coloring, English, and Quran recitation certification workshops for all RA teachers and principals.

In fulfilling their duties and functions as a profession, RA teachers require a platform or association to align their vision, exchange information, discuss ways to improve competencies, and seek solutions to various problems, in the form of a professional organization called IGRA. As is known, professional educational organizations are communities with the same profession as educators and educational staff who gather under one umbrella to improve the quality of education in the area. According to Saud (2007), professional organizations are formed by the initiators of the profession to ensure their regularity and continuity, with binding rules for their members. The role of professional organizations in relation to their members is to provide the largest support in facilitating the organization and development of educational activities and to act as a problem solver for the issues faced by the members (Harfianto et al., 2022). A similar statement is made by Habibi (Harahap Kurnia Febriani et al., 2022) that the function of the educational profession is to guide and protect the dignity of educators in all aspects of their profession over time. Another opinion expressed by Nurhadi (Munawir et al., 2023) states that the function of educational organizations is to unite all members involved in carrying out their professional duties. The purpose of establishing professional educational organizations is to raise awareness of behavior, quality, and professional educator activities, as stated in Government Regulation No. 38 of 1992, Article 61, on the mission and objectives of educational organizations, including to foster and advance teachers' careers as representatives of the profession that benefit not only themselves but also others, enhance members' abilities, and produce superior educational competencies supported by the organization's authority and strength, as well as its members' dignity and welfare (Rois Mulza & Kusayang Titin, 2022).

b. The role of the IGRA professional organization in improving the pedagogic competencies of RA educators and educational staff (PTK RA) includes facilitating socialization, workshops/training, and assisting in the implementation of the Merdeka RA Curriculum (IKM RA). Curriculums have undergone changes over time to align with developments. IGRA strives to implement updates by facilitating training on the latest curriculum, which is currently the Merdeka Curriculum or known as IKM RA.

By participating in these activities, PTK RA has benefited by improving their teaching skills, which can be implemented in their respective RAs, such as how to

select meaningful and child-friendly educational toys, utilize the surrounding environment's potential, and arrange play environments suitable for early childhood. Thus, RA children can play meaningfully in a safe and comfortable manner, learn interesting, innovative, and enjoyable methods for effective learning, understand how to stimulate children's learning by giving them the opportunity to express ideas or suggestions about what they will learn, and discuss activities they enjoy. PTK RA is guided in understanding the steps, characteristics, and techniques of assessment for early childhood and how to use assessment results to see children's initial abilities, improve learning, and report learning outcomes. PTK RA is also assisted in understanding the purpose of reporting children's learning outcomes, informing the learning objectives achieved by children, and providing recommendations for further support in areas where learning outcomes are not yet optimal, with effective, courteous, and easily understood narrative descriptions for parents.

Teachers are a profession that requires specific skills to carry out. To impart knowledge, teachers need to understand the material and the appropriate methods to convey it. Teachers are not only responsible for transferring knowledge; more importantly, they are educators who must serve as role models for their students and help shape the character of children for their future. This aligns with Uno's (2008) statement that teaching is a profession, meaning a job that requires specific abilities as an educator and cannot be done carelessly outside the field of education. Ari Hidayat & Imam Mahali (2012) also mention that some aspects supporting global education quality are teachers, learning materials, methods, and learning objectives (Harfianto et al., 2022).

The above explanation illustrates that a teacher needs pedagogic competence to perform their professional duties when teaching students in the classroom. Teachers significantly impact the quality of learning and are one of the determinants in improving the quality of education, which must be accompanied by reliable competence in conducting learning. As is known, pedagogic competence is a set of knowledge, behavior, and skills in the way educators think and act in managing student learning from planning to assessing learning outcomes. Karin Apelgren & Thomas Olsson and Kuncoro similarly state that pedagogic competence involves systematic implementation of behavior, intelligence, and skills as basic abilities in managing classroom learning, utilizing learning technology. The research findings by Violeta and Aneta Barakoska explain that pedagogic competence is the ability of educators not only to transfer knowledge to their students but also to update knowledge in line with the times. This is reinforced by Andreia and Liliana, who say pedagogic competence is the reliability of educators in combining written learning resources with existing problems, using both software and hardware technology, and learning resources that are intangible, such as experience, knowledge, and skills, to achieve effective and efficient learning processes (Ciptaningtyas et al., 2020).

Based on these explanations, pedagogic competence is the main asset an educator must possess in carrying out their duties of guiding students to achieve learning objectives. With pedagogic competence, educators will understand how to arrange environments using the potential of their units and utilize resources around the children, understand the appropriate methods to achieve effective learning, be more open-minded in involving children actively in meaningful play activities, understand the steps, characteristics, and techniques of early childhood assessment, and use

assessment results for the benefit of the children. The accountability of children's learning outcomes is reported by teachers with accurate, orderly, and systematic narrative.

CONCLUSION

Teachers, as professionals, require both pedagogical and professional competencies to fulfill their responsibilities, which include teaching, educating, guiding, and training students in the learning process. These competencies involve the teacher's expertise in mastering the subject matter comprehensively and deeply, as well as the ability to manage student learning effectively. Enhancing the pedagogical and professional competencies of Raudhatul Athfal (RA) teachers is a shared responsibility among various parties, one of which is the professional organization IGRA (Ikatan Guru Raudhatul Athfal). IGRA serves as a platform for RA teachers to receive support in their career development, including guidance, professional growth, and protection. IGRA has played a significant role in improving the pedagogical and professional competencies of RA teachers by facilitating socialization, workshops/training, and mentoring on the implementation of the Raudhatul Athfal Curriculum (IKM RA). These activities are beneficial for enhancing RA teachers' understanding of the subject matter, organizing the learning environment, preparing teaching modules, structuring learning, conducting assessments, and reporting children's learning outcomes. The improvement in RA teachers' pedagogical and professional competencies is evidenced by the implementation of the Raudhatul Athfal Independent Curriculum (IKM RA) in RA institutions in Batam city. In this study, the researcher acknowledges certain limitations and recommends that future researchers explore the topic of educator competencies more comprehensively, so that the research can provide a thorough depiction of the competencies a teacher must possess, not only for teaching but also for educating, to strengthen the foundation of early childhood character education.

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