



# The Effect of Early Childhood Teacher's Educational Background on the Ability to Manage Children's Learning: Evidence From Learning Process During Covid 19 Pandemic

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## Abstract

**Purpose** – This study aims to determine the effect of the teacher's educational background on the ability to manage Early Child learning process during the Covid-19 pandemic.

**Design/methods/approach** – This study is a descriptive correlational study with 86 ECE teachers in the Waru District as a sample. The analysis of this research uses simple regression, and the data collection process uses a questionnaire with the Google Forms platform.

**Findings** – The results of this study are that the educational background and teacher training positively impact teachers' ability to manage Early Childhood Education (ECE) learning during the COVID-19 pandemic. It is proven by the R Square test obtained 0.467. In addition, the more mature ECE teachers are in line with the teacher's performance in managing ECE learning. So that in general, the educational background of teachers in Waru Regency has met the qualification standards set out in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education.

**Research implications/limitations** – This study interprets that educational background, such as certificates, Linearity of education majors, and professional teachers' certification, can affect teacher performance in learning management in early childhood education.

**Practical implications** – This study contributes that the higher the level of ECE teachers with educational backgrounds and certificates under ECE, the more professional they are in carrying out the learning process in ECE.

**Originality/value** – This study highlights that the quality of educator/teacher affects the ECE learning quality.

**Keywords:** Learning management ability; Teacher educational background; Early childhood education

**Paper type:** Research paper

## Introduction

Various countries were made restless by the presence of a deadly virus, namely COVID-19, in 2019. This virus first appeared in China, namely Wuhan (Alzaabi et al., 2022; Charla et al., 2021; Khanderia, 2021; Liapis & Yfantopoulos, 2022). On 2020 March the 11th of, the World Health Organization (WHO) announced that the emergence of the COVID-19 virus was designated as an outbreak that caused a pandemic (Wilder-Smith & Freedman, 2020). The pandemic affected many sectors of life, including the education sector, namely the implementation of education ranging from Early Childhood Education (ECE) to universities, which had to be closed. This pandemic has changed almost the entire order in the aspect of education. The most crucial is the quality of education (Chilanga et al., 2022; Melati & Aisyah, 2020; Rohde et al., 2022). This phenomenon has caused changes in the world of education, which was initially carried out with face-to-face learning in schools, due to this pandemic turning into online or online learning activities *and* offline or outside the network (Delia Marca, 2022; Gray et al., 2022; Maree, 2022; Napitupulu, 2020). The collaboration of parents with teachers is needed to guide and realize the goals of education, especially in preschool and primary education. Teachers at the level of preschool education or child age Early childhood needs to find teaching methods to foster a spirit of learning and self-confidence, especially when learning activities are ongoing (Rendy & Tiara, 2020). Therefore, education teachers' child age Quality and competent ECE are needed to improve learning management in early child age education. The requirements of an early childhood educator follow the provisions set by the government. At least two requirements include competence and academic qualifications.

Based on the National Standards for Early Childhood Education in Permendikbud Number 137 of 2014, an early childhood educator includes several essential competencies such as pedagogy, professional, social, and personality. Meanwhile, in the Government Regulation of the Republic of Indonesia Number 19 of 2005, concerning Education Standards and Education Personnel Article 29 paragraph 1, namely, the qualifications of early childhood educators, namely: 1) Academic qualifications of minimum education diploma (D-IV) or bachelor (S1), 2) Higher education background in ECE (Teacher Education Early Childhood Education, Early Childhood Islamic Education, Kindergarten or Raudlatul Athfal), Counseling or psychological guidance, 3) Professional certification of teachers for childhood education early. The fact is that there are still educators who have not met the standardization of academic qualifications. Based on data regarding teachers' educational backgrounds, it was found that several early childhood educators did not yet have a bachelor's degree. It is sourced from statistical data on early childhood educators for 2019-2020, which explains that 2,155 educators do not have a bachelor's degree, 45,465 have a non-graduate diploma in Teacher-Early Childhood Education and 20,895 early childhood educators with undergraduate qualifications. Teacher education for Early Childhood Education) (Kementerian Pendidikan dan Kebudayaan, 2020).

The educational background of each teacher is not the same. According to Hamalik educational background is the last education of a person who has completed to take a specific job (Durosini-Etti et al., 2021; Mutakin, 2015). If someone with an educational background is linear with their work, they will be more professional in doing and carrying out the workload. The education pursued by teachers is professional education, which consists of several categories such as pre-service education, in-service education, continuing education, further education, and staff development. Educational background, also called academic qualification, encourages a person to have a specific skill, competence, and expertise (Bateman & Kinmonth, 2001; Jessani et al., 2016; Schlesinger et al., 2016). Martin Diaz states that a teacher's educational background will affect teaching practice and performance in the classroom, for example, determining teaching methods, evaluating student activities, and learning outcomes (Wati, 2021).

The results of preliminary research observations conducted in the Waru District, there are still ECE teachers who teach not linearly with their education. The impact is education teachers child age early in the Waru District, the material is not based on educational background, so the education teacher-child age Early childhood teaching is just a job demand as an educator, without

the motivation and intention to improve the quality of early childhood education. According to Daryanto, the reason for this phenomenon is because the number of teaching professions is related to the number of students considered still lacking and teacher welfare problems, in addition to problems regarding the uneven distribution of educators, especially in remote areas (Aldrup et al., 2020; Laauter et al., 2017; Ningtyas & Duana, 2018). Pupuh Fathurrohman explains that teacher performance in applying teaching skills and managing learning is influenced by several things, such as the teacher's personality and philosophical view of the students, the experience they have, and the educational background (Ma'sum, 2017). Several factors affect the performance of education teachers children age early in class: 1) Individual factors such as ability, skill, background education, experience, and demographics. 2) Organizational factors like leadership, rewards and psychological factors (include perception, personality, and motivation) (Sufa & Wiwik, 2016).

Managing to learn is an ability, skill, ability, and ability of teachers to create an atmosphere of effective communication between children and teachers based on aspects of child development, as a learning process starting from designing learning to evaluating and improving so that learning objectives will be achieved (Hapsari et al., 2021). The quality of learning management in ECE includes planning, implementation, and assessment activities carried out in educational institutions child age concerned and supported by professional teachers. This study focuses on five indicators in managing learning activities, citing Yasin's opinion, which explains the indicators in managing to learn in education child age early childhood, namely the ability to: 1) Understanding children, 2) Designing learning activities, 3) Carrying out learning activities, 4) Evaluating learning activities and 5) Developing children's potential (Suhandani & Kartawinata, 2014).

## Methods

This research method is a descriptive correlational survey to see the influence of the educational background of education teacher-child age on the ability to manage learning during the pandemic. Research respondents are education teachers' child age in the Waru District, Sidoarjo District. The total population of education teachers for early childhood in the Waru District is 600. Sampling is done using the non-probability sampling technique, namely purposive sampling. The criteria of education teacher's child age in Waru District and education teachers child age education background D2, D4/S1, S2, education teacher child age early majoring in Education Teacher Early Childhood Education/ Islamic Early Childhood Education, Psychology and Department of Non-Educational Education Teacher Early Childhood Education/ Islamic Early Childhood Education, Psychology. The research population has been known to determine the sample. The Slovin formula is used, namely:

$$n = \frac{N}{1 + Ne^2}$$

Information:

n = number of samples

N = Total population

e = 10% error tolerance and 90% reliability.

The results of the calculation of the number of research samples are:

$$n = \frac{N}{1 + Ne^2} = \frac{600}{1 + 600(0,1)^2} = \frac{600}{7} = 85,71$$

The calculation results above obtained by 85.71 and rounded to 86. So, the number of samples in the study was 86 respondents. Respondents by whole is an education teacher-child age in Waru District that has met the research criteria. Data collection was carried out using a questionnaire that refers to the Likert scale distributed online in the form of a google form

to educate teachers child age early in the Waru District. Questionnaire instrument before disseminated in the validation test and reliability test first. The instrument validity test uses content validity with expert judgment techniques, namely instrument testing using experts' opinions. The instrument was field tested before conducting the research using 20 respondents. Then, analyze the study using a simple regression test. The Cronbach Alpha formula was used to test the instrument's reliability, and the results showed excellent reliability, with a value of 0.90 based on the range of alpha coefficient values.

## Result and Analysis

### Early Childhood Education Teacher Education Background

background \_ teacher education in managing learning education child age early in Waru District can obtain with collection distributed questionnaire \_ through the Google Forms platform. As for the gain score on research, this quote interprets Arikunto with perfect, reasonable, adequate, poor, and very poor criteria (Damayanti et al., 2022). In detail can see in table 1.

Table 1 . Interpretation Criteria

| Percentage | Criteria   |
|------------|------------|
| 81%-100%   | Very good  |
| 61%-80%    | Well       |
| 41%-60%    | Enough     |
| 21%-40%    | Not enough |
| 0%-20%     | Very less  |

As data collection through the google form platform, can obtain the results of teacher education data in Waru District as follows:

Table 2. Educational Background of Early Childhood Education Teachers in the Waru District

| Last Diploma |        |        | Relevance Major                              |            |   | Certification |        |
|--------------|--------|--------|--|------------|---|---------------|--------|
| D2           | D4/S1  | S2     | Teacher Education- Early Childhood Education | Psychology | Non-Teacher Education- Early Childhood Education and Non Psychology | YES           | NO     |
| 2.33%        | 86.05% | 11.63% | 62.79%                                       | 9.30%      | 27.91%  | 67.44%        | 32.56% |

Table 2 can explain that background education teacher education child age early in the Waru District in manage learning in education child age early graduates who have the latest diploma S2 are 11.63 %, D4/S1 are 86.05% and D2 are 2.33 %. Next, background education teacher education child age early seen from majors throughout Waru District \_ whole take majoring in Teacher Education- Early Childhood Education by 62.79%, majors psychology 9.30% and teachers who are not from significant education teacher education child over early and psychology by 9.30%.

### The ability of Early Childhood Education Teachers to Manage Early Childhood Learning

The results of the ability of education teachers child age early in manage learning child age early in Waru District can obtain in table 3.

Table 3 explains the ability of education teachers child age in Waru District to manage children's learning age early based on an educational background based on D2, D4/S1, and S2 diplomas, majors Teacher Education Early Childhood Education, majors Psychology and Non-Psychology and Teacher Education Early Childhood Education, as well as teacher certification.

*First*, results in questionnaire data collection based on the education teacher's diploma child age early in managing learning child age early times of COVID-19 can obtain data as the

following: 1) Diploma D2 percentage value of 42.5% with sufficient criteria. 2) diploma D4/S1 obtained 60.5% with suitable criteria. 3) Teachers' master's degree certificates get a score of 67.6% with suitable criteria. The results show that the higher a teacher's education level, the higher the teacher's ability to manage to learn will also be.

*Second*, results in questionnaire data collection based on teacher education department child age early in managing learning child age early times of COVID-19 can obtain data as the following: 1) Teachers who have a major in education teacher education child age early get a percentage value of 66.4 % with suitable criteria. 2) a teacher majoring in Psychology scored 58.6 with sufficient criteria. 3) NonTeacher Education Early Childhood Education and Non-Psychology teachers obtained 54.4 % with sufficient criteria.

Table 3. The ability of Early Childhood Education Teachers to Manage Early Childhood Learning

| Educational Background |   | Managing Learning     |                       |                       |              |              | Criteria        |
|------------------------|---|-----------------------|-----------------------|-----------------------|--------------|--------------|-----------------|
|                        |   | K1                    | K2                    | K3                    | K4           | K5           |                 |
| <b>Certificate</b>     | D2  | Often<br>55%          | Often<br>49%          | Often<br>35%          | Often<br>42% | Often<br>40% | 42.5%<br>Enough |
|                        | D4/S1   | Very<br>Often,<br>66% | Very<br>Often,<br>69% | Often<br>65%          | Often<br>50% | Often<br>54% | 60.5%<br>Good   |
|                        | S2  | Very<br>often,<br>75% | Very<br>often,<br>68% | Often<br>60%          | Often<br>70% | Often<br>65% | 67.6 Fine       |
| <b>Major</b>           | Teacher<br>Education-<br>Early<br>Childhood<br>Education                                  | Very<br>Often,<br>86% | Very<br>often,<br>55% | Often<br>60%          | Often<br>59% | Often<br>72% | 66.4 OK         |
|                        | Psychology  | Very<br>Often,<br>63% | Often<br>55%          | Often<br>50%          | Often<br>57% | Often<br>68% | 58.6<br>Enough  |
|                        | Non-<br>Teacher<br>Education-<br>Early<br>Childhood<br>Education<br>and Non<br>Psychology | Very<br>Often,<br>57% | Often<br>51%          | Often<br>34%          | Often<br>60% | Often<br>71% | 54.4%<br>Enough |
| <b>Certification</b>   | Yes   | Very<br>Often,<br>78% | Often<br>55%          | Very<br>Often,<br>50% | Often<br>51% | Often<br>67% | 60.2%<br>Good   |
|                        | Not   | Often<br>39%          | Often<br>41%          | Often<br>35%          | Often<br>44% | Often<br>50% | 41.8%<br>Enough |

**Description:**

K1: Ability to understand students during the COVID-19 pandemic

K2: Ability to design lessons during the COVID-19 pandemic

K3: Ability to carry out learning during the COVID-19 pandemic

K4: Ability to evaluate learning during the COVID-19 pandemic

K5: The ability to develop the potential of students during the COVID-19 pandemic

*Third*, results in questionnaire data collection based on education teacher certification child age early in managing learning child age early times of COVID-19 can obtain data as the following: 1) Percentage of teachers who already have a professional teacher certificate by 60.2% with suitable criteria. 2) the percentage of teachers who have not received certification of 41.8%,

with sufficient criteria. This thing shows that teachers who have been certified are considered professional teachers so that they can create a fun learning for early childhood.

**Simple Linear Test**

A simple linear test on research was used to know how big an influence the background behind education teachers' early education age to the ability to manage learning child age in the early days of the COVID-19 pandemic in Waru District. As a result, data collection through questionnaires could be processed using the formula below this:

$$Y = a + bX$$

**Description:**

The predicted value of variable ability to manage to learn

a = Constant is the value of Y if X is 0

b = Regression coefficient is the value of the decrease or increase in the Y variable based on the X . variable

X= Teacher Education Background

Furthermore, the result data deployment questionnaire about the background behind the teacher and ability to manage to learn was processed using SPSS 23 application. The results of testing the data can be seen in table 4.

Table 4. Simple Linear Test

| Model                  | Unstandardized Coefficients |            | Standardized Coefficients | t     | Sig. |
|------------------------|-----------------------------|------------|---------------------------|-------|------|
|                        | B                           | Mr. _Error | Beta                      |       |      |
| 1 (Constant)           | 48.175                      | 7,860      |                           | 5.112 | .001 |
| Educational Background | .429                        | .084       | .683                      | 5.117 | .001 |

The results of data processing in table 4 can be written with a simple regression equation formula as follows:

$$Y = 48.175 + 0.429X$$

As simple linear test results, table 4 can be interpreted that 1) The score of 48.175 is a constant value ( $\alpha$ ), meaning that the constant value is if the educational background variable is 0, then the ability to manage to learn is worth 48.175. 2) A score of 0.429 is a coefficient value ( $\beta$ ), meaning that educational background (independent variable) has a positive influence on the ability to manage to learn (dependent variable). If the educational background variable is increased by one unit, the ability to manage to learn will increase by 0.429.

**Regression Test**

The regression test background education teacher education child age early to ability manage to learn child age early in the time of COVID-19 can see in table 5.

Table 5. Regression Test

| Model      | Sum of Square | df. | Mean Square | F      | Sig               |
|------------|---------------|-----|-------------|--------|-------------------|
| Regression | 317.204       | 1   | 317.204     | 26,196 | .001 <sup>b</sup> |
| Residual   | 363.264       | 85  | 12,109      |        |                   |
| Total      | 680,469       | 86  |             |        |                   |

The significance value of the data regression test in table 5 is 0.001 less than 0.05, which means that the teacher's educational background positively influences the ability to manage to learn. Child age early in the COVID-19 pandemic.

Table 6. Model Summary

| Model | R                 | R Square | Adjusted R Square | Std. The error in the Estimate |
|-------|-------------------|----------|-------------------|--------------------------------|
| 1     | .683 <sup>a</sup> | .467     | .448              | 3.480                          |

Table 6 explains that  $r^2$  or R Square get a score of 0.467 or 46.7%. It shows that the educational background of education teachers' child age affects the ability to manage learning child age in the early days of the COVID-19 pandemic in Waru District.

## Discussion

Finding research above \_ explain that the majority of education teachers' child age early in the Waru District. 86% of the education background is based on the qualification of the last diploma D4/S1 or 74 teachers out of 86 teachers. It means that education teacher-child age Early childhood education in the Waru District has met the qualifications of child educators age which the government has required through Government Regulation No. 19 of 2005 with perfect criteria. The qualification of the latest master's degree certificate is 12% or 10 teachers from 86 teachers, meaning that 10 teachers from 86 PAUD teachers in Waru District have met and exceeded the minimum standard of education teachers. The government predetermines child age, namely at least D-IV/S1. As for the rest, 2% have the latest D2 diploma or 2 teachers out of 86 teachers. They are finding this in line with the opinion of Djamarah and Zain that an educator who does not have a teacher education background and does not have teaching experience will find many problems in class (Waluyo et al., 2021).

Education background child age early childhood based on majors, namely education teacher-child age early with majoring in education teacher education child age early or education Islam child age as many as 75% or 54 teachers from 86 teachers with suitable criteria. It shows that 86 education teachers child over Early childhood education in the Waru District has met the standardization of academic qualifications based on Government Regulation No.19 of 2005 point 2, namely the background of higher education in the field of early childhood education, non-academic education teacher education child age early childhood and psychology. Education teacher child age 11 % from the psychology department or 8 teachers from 86 teachers. While the remaining 14% or 24 teachers out of 86 came from other education majors. Based on the data results for non-education majors, education teachers' child age early childhood education includes English Education, Mathematics Education, Indonesian Language Education, and Religious Education.

Education teacher certification child age early childhood education in Waru District shows that 67% or 53 teachers out of 86 already have professional teacher certificates. Professional teacher certificates are given to teachers who have passed the education program teacher profession. Teacher professional education is a program implemented by the Educational Personnel Education Institute. It shows that there are 53 teachers out of 86 education teachers child age Early childhood education in the Waru District has met the academic qualifications required by the government in point 3, namely education educators child age early childhood must have certification as an education teacher-child age early. The primary basis for implementing certification is Law Number 14 of 2005 concerning Teachers and Lecturers.

Meanwhile, 34% of teachers or 28 teachers from 86 education teachers of child age have not yet been certified by the teacher education program. At the same time, educator certificates are given to teachers who have met the requirements (Qomario et al., 2018). In addition, the educational background of educators is not always the same as the educational experience for a certain period (Hamid, 2017). The existence of differences in the educational background can affect the activities of a teacher in carrying out teaching and learning activities.

Based on the average processing on each indicator regarding the ability of education teachers child age early in managing learning children in Waru District that 1) The ability to understand students during the pandemic, starting from understanding children's learning difficulties, understanding theories, and principles of children's play is at a persistent percentage, namely 53%. 2) Ability to design learning during the pandemic starting from designing semester programs, weekly programs, and daily programs, shows the highest average score for frequent answers, 53.3%. 3) The ability to learn during the pandemic, such as carrying out learning according to the learning process plan and utilizing technology informatics as a learning medium,

is 48.3%. 4) The ability to evaluate learning during a pandemic, such as understanding the principles of early childhood assessment and evaluation, is in the frequent category with 59.1%. 5) The ability to develop students' potential during a pandemic, such as making learning media and making activities for developing the potential and creativity of children, is often 52.6%. Several aspects can influence classroom learning management. According to Gibson, these aspects include 1) Individual skills, abilities, mental physical, experience, level of social, educational background, and demographics (type, gender, origin, and age). 2) Psychology (perception, attitude, personality, learning, and motivation). The task of a teacher is to manage to learn. 3) Organization (resources, leadership, rewards, job design structure). Based on the opinion of Hapsari et al. (2021) states that the ability to manage learning is the skills, abilities, and teacher's ability to create an environment of effective learning and includes aspects of child development, as a learning process starting from planning activities to evaluating and following up so that learning objectives can be achieved.

Mutakin, (2015) stated that the quality of teacher education is very decisive in preparing reliable human resources. The higher the educational background of the teacher, the higher the teacher's success in creating a pleasant learning atmosphere for children. Also, teachers' performance in schools, such as designing learning activities and carrying out activities to evaluate learning activities, is strongly influenced by the school environment, certification, teacher's educational background (academic qualifications), leadership, facilities, and infrastructure (Nusa & Edi, 2020).

## **Conclusion**

Education teacher education background child age early have influenced positively to ability manage to learn child age the early period of the COVID-19 pandemic in Waru District with the R Square test obtained 0.467. Overall, teacher education child aged Early in the Waru District qualifies under the rules stipulated in the Regulation of the Minister of Education and Culture Republic of Indonesia Number 137 of 2014 concerning National Standard for Early Childhood Education. In addition, the higher the education teacher education child age early with linear majors, the better the teacher's performance in managing child age early.

## **Declarations**

### **Author contribution statement**

Isnaini Aulia Rofiqoh Imtiyas conceived the presented idea. Nurhenti Dorlina Simatupang developed the teory of early childhood education learning and teacher of early childhood education. Isnaini Aulia Rofiqoh Imtiyas verified the analytical methods. All authors discussed the result and contributed to the final manuscript.

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### **Data availability statement**

The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

### **Declaration of interests statement**

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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