

Teacher Competencies in Facing Limited Face-to-face Learning in the New Normal Era

Mujlauwidzatul Husna¹

¹Yogyakarta State University, Indonesia

Abstract: *The teacher is the key in dealing with the educational situation in Limited Face-to-face Learning (PTMT) because the teacher must adapt to the situation as well as assist students in adapting to the school environment during the new habit. This article discusses the competencies possessed by teachers in dealing with PTMT. The purpose of this article is to find out the competencies shown by Kindergarten (TK) teachers, especially group A in the Special Region of Yogyakarta (DIY). This study uses a qualitative method with a phenomenological approach. Data were collected through semi-structured interviews with five participants and analyzed using Interpretative Phenomenological Analysis (IPA). The findings show that the experience of each teacher in dealing with PTMT varies according to the character of the students. However, the competencies raised are relatively the same, namely related to pedagogic, personality, professional and social competencies.*

Keywords: *teacher competence, limited face-to-face learning, early childhood.*

1. Introduction

The concept of teacher competence is discussed in other dimensions besides competence which tends to the tasks of teachers in schools. Competencies need to be discussed further on many dimensions as needs change from time to time. These competencies include field competencies, research competencies, curriculum competencies, lifelong learning competencies, socio-cultural competencies, emotional competencies, communication competencies, information and communication technology competencies, and environmental competencies in the context of teacher development [1]. Ideally, teachers should demonstrate competence in effective classroom management by keeping the classroom conducive, effective teaching practices involving students actively, effective assessments that make children aware of their strengths and needs and skills in using technology to maximize children's learning [2].

The learning process is supported by various facilities and adequate teacher competencies. Teachers should not only master the material in their field, but also master various skills to deal with the times and world situations, especially education which is very dynamic. Effective teaching depends not only on the teacher's knowledge base but also on the teacher's method and style of communication [3]. Content knowledge, good planning, clear and objective goals, good communication, good classroom management and organization are all factors needed to achieve effective learning [4]. Support for this process applies when normal face-to-face learning or Distance Learning (PJJ) takes place during the pandemic. However, PJJ is more teacher-centered and task-oriented than classroom interaction [5].

The flow of implementing learning during the pandemic is assignments, home visits, and daily activity reports [6]. The learning experience is less varied and meaningful so that learning becomes less than optimal. The obstacles faced during PJJ are not only felt by students, but also teachers and parents or caregivers who accompany students at home. One of these obstacles is inadequate facilities [7], [8]. Another obstacle experienced by teachers related to learning is the difficulty in providing maximum learning, developing and

delivering good learning to students [9], [10]. Meanwhile, the separate obstacle for parents is when they have to replace the role of the teacher at home, convey material from the teacher to the child, divide the time to regulate emotions in dealing with children [7], [10].

The PJJ process with various obstacles affects student learning. Less than optimal learning has a bad impact on children's learning outcomes, and affects the achievement of children's development. Most of the achievements of early childhood development in various aspects have decreased, except for the arts aspect [11]. Children lose many opportunities to optimize development because the learning process is also less than optimal. A study describes the number of learning losses for 5 months that is up to \$ 10 trillion [12]. The world suffers a huge loss financially as well as the quality of human resources in it. Therefore, it is necessary to take action to improve the state of education.

After a long time being done remotely, learning has now entered the new normal era and has begun to be limited face-to-face. Limited Face-to-face Learning (PTMT) received permission from the government to be held with various preparations and provisions [13]. This policy was taken because the adjustment of normal learning to the form of PJJ experienced many obstacles and resulted in ineffective distance learning [14]. The implementation of PJJ cannot be said to be effective because there are various obstacles from teachers, parents, economic conditions, facilities, and pedagogy [15]. Although PTMT still has various regulations that limit the space for movement in the learning process, teacher and student meetings can be held. In this case, adjustment of learning by teachers is needed to overcome limitations during PJJ.

The focus of the teacher is not only on increasing competence and adapting oneself to the conditions of the new habit, but the teacher also needs to help and ensure that students follow learning in the new normal era well. Every child has their own time. Most of the children, especially Kindergarten (TK) group A, have just separated from their parents and have to adjust to the school environment as well as new habits. This is a challenge for group A teachers. Teachers are required to have character and competence to help children adjust to learning. Teachers have a great responsibility to enable their students to successfully fit into the socio-cultural environment and make them have character and values as individuals and citizens [16].

Regarding the problem of adjusting teachers, students, and learning to the new habit, teacher professionalism is one of the important things. This article discusses the competence of teachers in dealing with PTMT conditions. The purpose of this research is to know and understand the competence of teachers in dealing with group A students in the new normal era in the Special Region of Yogyakarta (DIY).

2. Method

This study used qualitative research methods. The approach used in this study is a phenomenological approach which refers to the description of one or more individual awareness and experience of a phenomenon. The aim of phenomenological research is to gain insight into the world of research participants' lives and to understand their personal meanings that are constructed from their life experiences [17].

The focus in this study is the competence shown by Kindergarten A teachers in the limited face-to-face learning phenomenon after previously applying PJJ. The participants in this study were five Kindergarten A teachers in Yogyakarta who were selected using a purposive sampling technique. Participant profiles can be seen in TABLE I.

TABLE I: Participant Profile

No	Teacher's Initials	Kinderganten's Initials	Age (y.o)	Length of Work (years)	Description
1.	Mrs. NH	ABS	57	14	Non-certified Foundation Permanent Teacher (GTY)
2.	Mrs. NT	ABB	35	15	Certified Foundation Permanent Teacher (GTY)
3.	Mrs. JM	ABB	54	33	
4.	Mrs. ST	ABB	39	9	Certified Foundation Permanent Teacher (GTY)
5.	Mrs. CR	MRK	55	35	

This research was conducted on 23-29 November 2021 when the school had implemented PTMT for at least 3 weeks. The data collection technique used was observation and in-depth interviews with Kindergarten A teachers about the experience of teachers with children at the beginning of PTMT after previously PJJ. The interview used is a semi-structured interview that is carried out flexibly, the arrangement of questions can develop during the interview according to the conditions and needs during the interview.

This study uses Interpretative Phenomenological Analysis (IPA) which allows several individuals (participants) who have experienced similar events to tell their stories without distortion of a concept or phenomenon [18]. Data analysis is done by looking for important statements that have special relevance to the phenomenon of limited face-to-face learning.

3. Results and Discussion

Learning in three kindergartens where respondents teach has implemented Limited Face-to-face Learning (PTMT) for almost a month. TK ABS and ABB started PTMT on November 15, 2021, while TK MRK started PTMT on November 8, 2021. All schools acknowledged that the implementation of PTMT had received permission through monitoring from the local Education Office.

Schools that implement PTMT are schools that comply with government standards. One of the requirements is to have adequate facilities according to health protocols. In addition, the readiness of school residents, health and being able to comply with health protocols are also points that determine the implementation of PTMT. The head of the PAUD education unit is required to update the Basic Education Data (DAPODIK) to determine the readiness of the education unit to organize PTMT no later than the 2021/2022 school year [13]. The teacher as one of the school's residents is one of the important factors to consider when the school decides to implement PTMT.

3.1 Pedagogic Competence

Teachers' skills in managing learning at PTMT can be seen from the adjustment of activities and materials given to students. The learning experience at school is a new thing for group A students who previously spent more time at home with their parents. However, the initial situation of group A students going to school is a pandemic situation with various health provisions and protocols that must be obeyed. Various ways students in adapting will be found. Pedagogical competence of regular teachers is able to deal with the diversity of students from various aspects including managing the learning needs of diverse students [19].

The diversity that occurred during the PTMT period in schools where the participants taught was actually less than in normal times. The smaller number of students allows the teacher to pay more attention and understand students more deeply. Teachers cultivate sensitivity to the wider context of students' lives and use teaching methods that respect and support all students regardless of their group membership [20]. All children are treated fairly, namely according to the ability and needs of the child, not treated equally without any distinction from other children.

The experience of managing the class by these five participants varied depending on the character and attitude of each student. All participants stated that the attitudes of the children of group A between normal learning and PTMT were almost the same. Children remain unique and show different ways of adapting to the school environment. Some children are more silent, feel embarrassed and look scared while observing the school environment which contains many games and various objects. However, several other children were still crying and did not want to be separated from their parents when they went to school, even though there were children who showed an independent and confident attitude in the early weeks of PTMT.

According to all participants, the various ways children adapt to the school environment in the first week of PTMT are actually easier than learning in normal times. This is stated with the reason that the number of students is less so that children can be conditioned more easily. All participants also did not have a companion in class because they felt sufficient and were able to condition the class well without a companion. When learning

in normal times with the number of students up to a dozen or tens, the teacher and the assistant still need more time and energy to condition it.

3.2 Personal Competence

Personality is related to the way teachers welcome and respond to children's attitudes at school. Comfort is needed by children in order to get optimal learning. Communication between students and teachers plays a very important role in building student careers [21]. This comfort is built as long as the children study at school with the teacher. Children need a sense of security and comfort from the teacher when they are at school because for children at the Early Childhood Education (PAUD) level, coming to school is the first experience of being separated from their parents. Teachers must be able to recognize the characteristics and needs of each child, so that children have the confidence to study with teachers at school. Trust is a key component of a good teacher-student relationship in a good learning environment [22].

All participants admitted that bonding with children is quite difficult in the new normal era. Social distancing policies reduce the intensity of touch. The touch given by the teacher makes the child feel safe and comfortable for the child so that in a pandemic situation this cannot be avoided. Reducing touch can be done but cannot be completely eliminated. Positive affirmations in the form of speech were more widely used by participants. Some conditions require touch, for example when a child cries and feels scared.

3.3 Social Competence

Responsibility for children's education is a shared responsibility between the school, the community and most importantly the family. A study found that one way to maximize student learning and success is to often involve the basic needs of students and their families [23]. This involvement has a positive influence on children's development. This shows that communication and cooperation between teachers and parents is needed.

The five participants had communicated with their parents. The teacher adjusts the parents' time to work together in guiding the child. Care dialogue facilitates intimate relationships that are important for family involvement [24]. Parental support is provided in terms of understanding to children about orderly complying with health protocols to support related to learning. Teachers cannot demand much from parents because they have their respective activities so that the form and amount of parental support for their children's education is uncertain. Therefore, the teacher builds a positive communication relationship with parents, trying to build consistent cooperation in relation to the education of children.

3.4 Professional Competence

The material at the PAUD level is still simple to give to children, but it also develops along with the development of science and technology. Besides the material, the technology used in delivering the material also needs to be mastered by the teacher. As a teacher, increasing your capacity to keep up with the times has become a demand. The problem is the teacher's access and ability in the process of increasing his capacity.

The participants in this study have made efforts to increase their capacity. Various materials to develop themselves have been taken by teachers. The trainings that were followed were the creation of learning media, new learning methods, freedom of learning, and so on. In connection with this and the context of the need for technology skills during the pandemic, the five participants did not learn many technological skills. This material need becomes important when the pandemic situation hits like it is now. The Covid-19 pandemic has also given rise to the discourse of teacher education to provide professional competence as preparation for a possible crisis [25]. Preparation is more needed than having to rush to adjust to unexpected situations.

Research indicates that it may be useful to focus more on educators or teachers in research on PAUD in order to improve quality and outcomes [26]. This shows that increasing the ability of teachers will improve the quality of early childhood education. Concentration on teacher capacity development during the pandemic has not been sufficient to accommodate the needs of teacher skills in facing the times.

The learning method applied by the teacher during PTMT is not much different from normal learning. The difference seen from the results of interviews and observations only lies in the arrangement of the learning environment that adjusts the provisions of the health protocol during the pandemic. One of the participants stated that they had not been able to put the results of the training into practice due to the ability of the teacher himself. Some trainings are also only attended by teacher representatives and then imparted to other teachers so that the teachers who become representatives need to have the ability to apply skills properly so that the results are maximized.

4. Conclusion

Based on research that has been conducted on five participants from three different schools, the researchers found that each participant had a varied experience of PTMT. Even though there are three participants teaching at the same school, the PTMT experience obtained is still different according to the character of the students in each class. The independence and provision of mature children's attitudes from home makes it easier for teachers to condition and direct children to follow PTMT. Some Kindergarten children in group A are still fussy at the beginning of the school year, but this can be resolved and even more controlled during PTMT.

The challenge is quite heavy in the expectations faced by students in group A when PTMT turned out to be not entirely correct. The pandemic condition that has been going on for a long time is getting children to follow health protocols in everyday life. In addition, learning with fewer teacher-student ratios can maximize the teacher's ability to observe students, even though the duration and learning activities are reduced. The important thing that still needs to be considered in pandemic and normal conditions is the collaboration of parents and teachers in optimizing child development through learning.

Teacher competence in PTMT is still needed in its entirety, starting from pedagogic, social, personality, to professional competencies. The teacher's ability to manage the class is lighter because the number of students makes it easier for teachers to condition the class. Some fussy children can be handled well because the ratio of fussy children to no less. The bond between the teacher and the child must be maintained even though the conditions are quite limiting the space for the teacher and the child. Then trust and communication with parents is still done to support learning. In addition, the capacity of teachers needs to be increased and always evaluated to find solutions when teachers encounter obstacles.

5. Acknowledgements

We would like to thank Lembaga Pengelola Dana Pendidikan (LPDP), Ministry of Finance, the Republic of Indonesia for funding this study and publication.

References

- [1] K. Selvi, "Teachers' Competencies," no. January 2010, 2016, doi: 10.5840/cultura20107133.
- [2] O. Nessipbayeva, "The competencies of the modern teacher," pp. 148–154, 1987.
- [3] A. Khan, S. Zia-ul-islam, M. Khan, and P. Education, "Communication Skills of a Teacher and Its Role in the Development of the Students' Academic Success," vol. 8, no. 1, pp. 18–21, 2017.
- [4] A. Khan, S. Khan, and Z. Syed, "IMPACT OF TEACHER PERSONALITY ON THE ACADEMICS OF THE Correspondence : Alamgir Khan , Lecturer , Department of Sports Science & Physical Education , Gomal University , Khyber Pakhtunkhwa , PAKISTAN , Tel :," no. August, 2016.
- [5] A. Kouhia, K. Kangas, and S. Kokko, "The Effects of Remote Pandemic Education on Crafts Pedagogy: Opportunities, Challenges, and Interaction," *Cent. Educ. Policy Stud. J.*, vol. 11, no. Sp.Issue, pp. 309–333, 2021, doi: 10.26529/cepsj.1126.
- [6] K. Nahdi, S. Ramdhani, R. R. Yuliatin, and Y. A. Hadi, "Implementasi Pembelajaran pada Masa Lockdown bagi Lembaga PAUD di Kabupaten Lombok Timur," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 1, p. 177, 2020,

doi: 10.31004/obsesi.v5i1.529.

- [7] D. Ayuni, T. Marini, M. Fauziddin, and Y. Pahrul, "Kesiapan Guru TK Menghadapi Pembelajaran Daring Masa Pandemi Covid-19," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 1, p. 414, 2021, doi: 10.31004/obsesi.v5i1.579.
- [8] A. Wardani and Y. Ayriza, "Analisis Kendala Orang Tua dalam Mendampingi Anak Belajar di Rumah Pada Masa Pandemi Covid-19," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 1, p. 772, 2021, doi: 10.31004/obsesi.v5i1.705.
- [9] M. Agustin, R. D. Puspita, D. Nurinten, and H. Nafiqoh, "Tipikal Kendala Guru PAUD dalam Mengajar pada Masa Pandemi Covid 19 dan Implikasinya," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 1, p. 334, 2021, doi: 10.31004/obsesi.v5i1.598.
- [10] A. P. Satrianingrum and I. Prasetyo, "Persepsi Guru Dampak Pandemi Covid-19 terhadap Pelaksanaan Pembelajaran Daring di PAUD," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 1, p. 633, 2021, doi: 10.31004/obsesi.v5i1.574.
- [11] H. Wulandari and E. Purwanta, "Pencapaian Perkembangan Anak Usia Dini di Taman Kanak-kanak selama Pembelajaran Daring di Masa Pandemi Covid-19," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 1, p. 452, 2021, doi: 10.31004/obsesi.v5i1.626.
- [12] J. P. Azevedo, A. Hasan, D. Goldemberg, K. Geven, and S. A. Iqbal, "Simulating the Potential Impacts of COVID-19 School Closures on Schooling and Learning Outcomes: A Set of Global Estimates," *World Bank Res. Obs.*, vol. 36, no. 1, pp. 1–40, 2021, doi: 10.1093/wbro/lkab003.
- [13] Kemdikbud RI, "Panduan Pembelajaran di Masa Pandemi," *Kementerian Pendidik. dan Kebud.*, no. 021, p. 28, 2020, [Online]. Available: <https://bersamahadapikorona.kemdikbud.go.id/panduan-pembelajaran-jarak-jauh/>.
- [14] N. Nurdin and L. Anhusadar, "Efektivitas Pembelajaran Online Pendidik PAUD di Tengah Pandemi Covid 19," *J. Obs. J. Pendidik. Anak Usia Dini*, vol. 5, no. 1, p. 686, 2021, doi: 10.31004/obsesi.v5i1.699.
- [15] Muhdi, Nurkolis, and Y. Yuliejantiningasih, "The Implementation of Online Learning in Early Childhood Education During the Covid-19 Pandemic," *JPUD - J. Pendidik. Usia Dini*, vol. 14, no. 2, pp. 247–261, 2020, doi: 10.21009/jpud.142.04.
- [16] A. Sengottuvel and U. S. Aktharsha, "Teacher Effectiveness and Professional Competency in School Education," *Int. J. Manag.*, vol. 6, no. 1, pp. 181–190, 2015.
- [17] R. B. Johnson and L. Christensen, *Educational Research Quantitative, Qualitative, and Mixed Approaches*, Fifth Editi. SAGE Publications, 2014.
- [18] A. Alase, "The Interpretative Phenomenological Analysis (IPA): A Guide to a Good Qualitative Research Approach," *Int. J. Educ. Lit. Stud.*, vol. 5, no. 2, p. 9, 2017, doi: 10.7575/aiac.ijels.v.5n.2p.9.
- [19] M. Mumpuniarti, R. R. Handoyo, D. T. Pinrupitanza, and D. Barotuttaqiyah, "Teacher's pedagogy competence and challenges in implementing inclusive learning in slow learner," *Cakrawala Pendidik.*, vol. 39, no. 1, pp. 217–229, 2020, doi: 10.21831/cp.v39i1.28807.
- [20] L. O. Jacobson, "Edl s C o Ice .: Voling Diversi rq-Svudent-Teacher Relarionships that Enhance Achievement," vol. 28, no. 1, pp. 49–67, 1998. <https://doi.org/10.1177/009155210002800104>

- [21] Z. Asrar, "The Impact of Communication Between Teachers and Students: A Case Study of the Faculty of Management Sciences, University of Karachi, Pakistan," vol. 14, no. 16, pp. 32–39, 2018, doi: 10.19044/esj.2018.v14n16p32.
- [22] M. Platz, "Trust Between Teacher and Student in Academic Education at School," *J. Philos. Educ.*, pp. 1–10, 2021, doi: 10.1111/1467-9752.12560.
- [23] A. N. Nix, T. Bertrand Jones, H. Daniels, P. Hu, and S. Hu, "'There's So Much That We're Doing': How Florida College System Institutions Address Basic Needs Insecurity Among Students," *Community Coll. Rev.*, 2021, doi: 10.1177/009155212111047674.
- [24] T. D. Bibbs, "Care dialogues: shifting family engagement from risk to rights in the USA," *Int. J. Child Care Educ. Policy*, vol. 12, no. 1, 2018, doi: 10.1186/s40723-018-0055-0.
- [25] A. Visnjic-Jevtic et al., "Policies and practices of early childhood education and care during the COVID-19 pandemic: Perspectives from five countries," *J. Childhood, Educ. Soc.*, vol. 2, no. 2, pp. 200–216, 2021, doi: 10.37291/2717638x.202122114.
- [26] S. Dunekacke, L. Jenßen, and S. Blömeke, "The role of opportunities to learn in early childhood teacher education from two perspectives: A multilevel model," *Zeitschrift für Erziehungswiss.*, vol. 24, no. 6, pp. 1429–1452, 2021, doi: 10.1007/s11618-021-01052-1.