

ABSTRAK

Wafiqah Az-Zahra, 190101080120, Kompetensi Guru PAUD yang Bukan Berlatar Belakang S1 PAUD di RA Citra Islami dan RA Mutiara Muslimat NU Kota Banjarmasin. Pembimbing Bidang Konten dan Metodologi: Dyah Ageng Pramesty Koenarso, S.Pd, M.Pd. dan Pembimbing Bidang Bahasa dan Teknik Penulisan: Dra. Hj. Ikta Yarliani, M.Pd. pada Program Studi Pendidikan Islam Anak Usia Dini, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin, 2023.

Kata kunci: Guru PAUD, Kompetensi Guru, Faktor Pengaruh Kompetensi Guru

Memajukan pendidikan tentunya juga harus memperhatikan kompetensi guru tersebut, sebab guru merupakan senjata utama dalam transfer ilmu kepada anak didik. Kompetensi guru terbagi menjadi 4 bagian, yaitu Kompetensi Pedagogik, Kompetensi Profesional, Kompetensi Sosial, dan Kompetensi Pribadi, keempat kompetensi tentu saling berkaitan dan menjadi satu kesatuan dalam peningkatan mutu pendidikan. Terlepas dari hal tersebut, tentu ada beberapa faktor yang dapat mempengaruhi kompetensi guru yang berperan sebagai faktor pendukung dan faktor penghambat.

Penelitian ini bertujuan untuk melihat kompetensi guru RA yang bukan lulusan S1 PAUD di RA Kelayan B, serta mengetahui faktor-faktor apa saja yang dapat mempengaruhi kompetensi guru tersebut, dengan subjek 1 guru Non S1 PAUD di RA Citra Islami, dan 1 guru Non S1 PAUD di RA Mutiara Muslimat NU.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Teknik analisis data Miles & Huberman dengan reduksi data, penyajian data, dan penarikan kesimpulan, dan keabsahan data (triangulasi data).

Berdasarkan dari hasil penelitian, ditemukan 1 guru Non S1 PAUD yang menjadi guru utama sekolah, dan 1 guru pendamping muda, berdasarkan penelitian, guru non-S1 PAUD yang menjadi guru utama sudah memenuhi beberapa aspek dalam kompetensi guru namun kurang dalam pemanfaatan teknologi. Selain itu untuk guru non-S1 PAUD yang menjadi guru pendamping muda, ada beberapa aspek yang kurang terpenuhi dalam perjalanan tugasnya. Dengan demikian, pastinya ada faktor-faktor yang mempengaruhi dalam kompetensi guru tersebut, diantaranya, keterampilan, motivasi, pengalaman kerja, latar belakang pendidikan, dan karakteristik kepribadian guru.

ABSTRACT

Wafiq Az-Zahra, 190101080120, *Competence of PAUD Teachers with Non-Bachelor's Degree in RA Citra Islami and RA Mutiara Muslimat NU Banjarmasin City. Content and Methodology Advisor: Dyah Ageng Pramesty Koenarso, S.Pd, M.Pd. and Supervisor of Language and Writing Techniques: Dra. Hj Ikta Yarliani, M.Pd., at the Early Childhood Islamic Education Study Program, Faculty of Tarbiyah and Keguruan and UIN Antasari Banjarmasin. 2023.*

Key Word : *Early Childhood Teacher, Teacher Competence, Factors Influencing Teacher Competence.*

Advancing education must also pay attention to the competence of the teacher, because the teacher is the main weapon in transferring knowledge to students. Teacher competence is divided into 4 parts, namely Pedagogical Competence, Professional Competence, Social Competence, and Personal Competence, the four competencies are certainly interrelated and become a unity in improving the quality of education. Apart from this, of course there are several factors that can affect teacher competence which act as supporting factors and inhibiting factors.

This research aims to see the competence of RA teachers who are not S1 PAUD graduates in RA Kelayan B, and find out what factors can affect the teacher's competence, with the subject of 1 Non S1 PAUD teacher at RA Citra Islami, and 1 Non S1 PAUD teacher at RA Mutiara Muslimat NU.

This research uses a qualitative approach with a case study research type. Data collection techniques include observation, interviews, and documentation. Miles & Huberman data analysis technique with data reduction, data presentation, and conclusion drawing, and data validity (data triangulation).

Based on the results of the research, it was found that 1 non S1 PAUD teacher who became the main teacher of the school, and 1 young companion teacher, based on research, non S1 PAUD teachers who became the main teacher had fulfilled several aspects of teacher competence but lacked in the use of technology. In addition, for non-S1 PAUD teachers who are young companion teachers, there are several aspects that are less fulfilled in carrying out their duties. Thus, there must be influencing factors in teacher competence, including skills, motivation, work experience, educational background, and teacher personality characteristics.