TEACHING PRACTICES OF NON EARLY CHILDHOOD EDUCATION TEACHER IN PRESCHOOLS IN BANDA ACEH

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Abstract
This study examined the teaching practices of non-early childhood education (ECE) teachers in preschools in Banda Aceh. The objective of this study is to explore the teaching practices of non-ECE teachers including input, process, and output. This case study involves observations, interviews and document analysis toward four non-ECE teachers. Observations were conducted on the implementation of non-ECE teacher teaching activities using an observation sheet. The non-ECE teachers' opinions of teaching practices were identified through interviews. While the analysis of the document in the form of a daily lesson plan (DLP). The results of this study found that there are two aspects that have been fulfilled in the input of teaching practices based on the Slavin model (1994) that are the quality of instruction teachers who follow the DLP that has been provided by adjusting teaching methods and student learning styles, as well as the incentive given by the teacher so that students are eager to learn. However, teachers are still difficult to adjust the level of instructions with the students' ability; in addition, the time was not enough to complete all learning activities. The results also show that teachers apply scaffolding techniques to help students who have a different level of ability with other students in the learning process. Meanwhile, this study found the output of non-ECE teacher teaching practices, such as storytelling method, is able to improve self-confidence and public speaking ability, while scaffolding technique can help students with special needs in learning. However, the results of this study indicate that there is still a lack of knowledge of non-ECE teachers related to early childhood education. Therefore, non-ECE teachers are expected to improve their performance as educators.
Keywords: Teaching Practices, Non-Early Childhood Education Teacher, Preschool Teacher

INTRODUCTION

Indonesia legislation has regulated the requirements that a teacher must possess. The number of preschools is growing due to the increasing number of preschool-age children in Indonesia. This increases the need for early childhood educators. However, due to lack of supervision and limited human resources resulted in many early childhood educators who did not meet the standards set by the Indonesian government.

Based on education standard in Government Regulation No. 19 (2005) stated that teacher must have an academic qualification of at least diploma or undergraduate, educational background is in line with the field or subjects taught, and have the professional certificate of the teacher (minimum 36 credit hours).

Many of preschool teachers do not have the required educational qualifications so that the performance of teachers in learning planning, implementation of learning, evaluation of learning, and teacher performance in the discipline of duty has not been optimal (Warsidah, 2011). Based on data obtained by Rini (2012) that a number of 14 percent of early childhood educator background is undergraduate but the rest is high school education background, and Diploma even some are only based on experience.

Studies on aspects of teacher education and practice have been numerously done this to help new teachers develop competence. Teachers with poor teaching performance, potentially produce less qualified students and then need to be overcome with efforts to foster teacher profession. In order to improve the knowledge and skills of teachers in the implementation teaching and learning process, the government has made many efforts with upgrading, and improving teacher education. However, the problems encountered in the field are not only a problem of education that a teacher, scholar or else, but also how to develop teacher resources so that teachers have strong theoretical knowledge and be able to apply it in the field (Ritblatt, Garrity, Longstreth, Hokoda, & Potter, 2013).

In view of the number of teachers who are not educated in early childhood education, the present study was theoretically motivated to tease apart further how the teaching practices of non-Early Childhood Education (non-ECE) teachers. This study would like to explore the extent to which the non-ECE teacher's readiness in implementing teaching practices in children. Things that the researcher wants to review include teacher preparedness in terms of attitude, knowledge, skill and teaching strategy used. In addition, this research also wants to investigate the problems faced by non-ECE teachers in teaching and learning.

LITERATURE REVIEW
According to Ahmadi and Rohani (1995), teaching practices are a series of teaching and learning processes to achieve the teaching objectives that begin with preparation for the assessment. Effective teaching is the teaching that is able to achieve the specific objectives in teaching. There are several theories about effective teaching which are "A Model of School Learning" and "School and Classroom Organization."

Furthermore, Slavin (1987) created the theory of school and classroom organization to complete Carroll's theory. Slavin (1987) divides the four factors that contribute to the effectiveness of teaching:
1. Quality of instruction. Quality of instruction is teaching that contains concepts that are easily understood by the student.
2. The appropriate level of instructions. The instructions provided by the teacher should be within the capabilities of the students, which is not difficult to understand nor too easy. According to Feldman (1991), children's learning activities should be adapted to their development and ability level. Forcing children to learn something beyond their abilities will lead to a negative concept of schooling. Teachers can choose their teaching methods that appropriate to the nature of children aged 5th–6th, for example, ask the children to act out a story to develop their aspects of language.

3. Incentive, the incentive is an encouragement given by teachers to students to be more energized.
4. Time, Slavin (1994) divides two types of time that are the time it takes for the teacher to convey the instruction or teaching and the time that the student has for completing the task.

A study in Malaysia by Marzuki (2004) on the effectiveness of practice influenced by teachers in several high schools in Malaysia found that most of the teachers had used models associated with Slavin. Meanwhile, a study by Jamian (2016) was conducted on 148 students in form four at one of the National High School in Johor found that most of the teachers focused more on time management in teaching, and less focused on teaching preparation, methods, techniques, and teaching materials to be used in teaching.

However, many studies have been done on teaching practices in early childhood education. A study was conducted by Kimer, Tuul & Õun (2016) for teaching approach practiced by 25 teachers at the Estonian Preschool. Most teachers use the child-centered approach method, in addition to the teacher-directed and child-dominated approaches also used at certain times. Senior teachers are reported to most often use a child-centered approach, while the child-dominated approach is mostly used by novice teachers. In line with Mligo, Mitchell, and Bell (2016) research which has tested the application of student-centered approaches in preschool Tanzania. This study found that beginner teachers are still applying traditional teacher-centered teaching approaches. Despite the fact that student-centered approaches are known to enhance student creativity and sharpen their social skills.

There are several studies on the implementation of preschool teacher teaching. Abdul Halim (2014) said in his research that pedagogical practice of early preschool teachers found that the features of effective teaching on early childhood education include combining several methods using a learning-playing approached, using a variety of interesting learning tools, improving skills using a wide range of interesting learning tools, improving student skills through certain activities such as singing, crafting and playing roles. Another study by Abdul Halim and Nor Hashima (2014) show the skills of preschool teachers in teaching include skills in managing time, carrying out activities that are appropriate to student development level and preparing Lesson Plan (RPH) that hold the existing curriculum.

There were previous studies that investigated on preschool teachers, but few studies discuss the educational background of teachers. Warsidah (2011) on her correlation Study of educational background and welfare to the performance of kindergarten teacher in Java, found that educational background and teacher's welfare affect to teacher's performance. Fitriya (2014) evaluated the quality of learning and teaching activities among teacher with education level diploma in ECE, an undergraduate in ECE and undergraduate non ECE. This study found that the higher the education of teachers and in accordance with the majors as they teach the students that is, in this case, is the early childhood education the better their quality in providing teaching and learning activities. However, there is no difference in the quality of teaching and learning activities between ECE teachers and Non-ECE teachers.

METHOD

This study wanted to see how the teaching practices of non-early childhood education teachers, so that researchers used a qualitative method approach to obtain the research objectives. The type of qualitative research used in this study is a case study in two places. This case study refers to a non-early childhood education teacher teaching practice at two pre-schools.

This research used purposive sampling technique, which is non-random sampling technique which takes a sample by specifying the special characteristic which suitable with research purpose. The population of this study is a preschool teacher in Banda Aceh who has no early childhood education background. This study involved four participants from two preschools. The researcher requested the help of principals X and Y in selecting respondents according to this study. Principal X recommends respondents A and B because of their good teaching method. Principal Y recommends respondents C and D because of their achievement during teaching at school Y.

There are three data collection techniques used by the researcher are interview, observation and document analysis. Researcher acts as a data collector and an active instrument in data collection because researcher herself conducted the interview methods to explore information about the background of the respondents and to know the teaching practice used by the respondents. Furthermore, the researcher observed the preparation by the teacher before teaching, the teaching process and learning activities in the classroom and the assessment by the teacher on the outcomes of teaching and learning. The researcher is directly involved with teaching and learning activities to observe the teaching practices of respondents. Finally, the researcher also used document analysis method. The researcher used the Daily Lesson Plan (DLP) as a guide to see the input implemented by the respondents, the suitability between teaching with DLP and assessment.

RESULTS AND DISCUSSION

The interview has been used to know the background of the respondents. Given the interview results, here are the reports of educational background, gender and teaching experience of the respondents.

Table 1. Demographic data

Respondent	Gender	Educational Background	Teaching Experience
RA	Female	Bachelor in Guidance and Counseling Education	5 years
RB	Female	Bachelor in English Islamic Education	4 years
RC	Female	Bachelor in English Education	5 years
RD	Female	Bachelor in English Education	5 years

Based on that data from interviews, documents, and observations, the writer investigated: (1) the inputs of teaching practices of teachers of non-early childhood educational background; (2) the process of teaching practices of teachers non-early

childhood educational background; and (3) the output of teaching practices of teachers non-early childhood educational background.

The Inputs of Teaching Practices of Teachers of Non-Early Childhood Educational Background

This study investigated the input of teaching practices of non-early childhood education teachers. The results explain how preparation made by the preschool teachers who have not early childhood education background. The input includes quality of instruction, the appropriate level of instructions, incentive and time.

Table 2. A review of the input of teaching practices of non-early childhood educational teachers

Respondent	Input
RA	1. The lesson plans were established by the foundation and compiled by RA a week before the teaching day.
	2. Implement scaffolding techniques to students with different abilities than other average students.
	3. Questions to make active and engage in activities in the classroom.
	4. The time constraint is enough for students to complete the activities, but their parents ask for additional tutoring to memorize the verses of Al-Quran after school.
RB	1. Preparing teaching materials based on the lesson plan a day before the teaching day.
	2. The instructions were easily understood by the students, but the teacher's voice is still so low.
	3. Difficult to adjust the teaching instruction on a student with IQ above average.
	4. Promoting students' motivation by giving yel-yel.
	5. The time is very limited to complete all activities in the lesson plan.
RC	1. Preparing teaching materials according to the lesson plan the day before the teaching day.
	2. Able to manage the class, but the teaching method is less creative and does not follow the lesson plans.
	3. Giving appreciation to active students.
	4. The time for the students to completing tasks is limited.
RD	1. Preparing teaching materials based on the lesson plan with the main teacher.
	2. The teaching instructions consisted of some moral values which
	3. The appreciation is given inconsistently.
	4. The time constraint is only enough to complete the main activities; it cannot cover all activities in the lesson plans.

The findings of this study show that generally, the preparation by one of the non-ECE teachers is the same as other teachers. The preparation was arranged as in the lesson plans. However, some respondents adjusted their teaching methods with student learning styles. The average of respondent's teaching experience is 5 years. This is the transition from a novice teacher to the competent teacher stage (Trotter, 1986). The Input conducted by respondents similar to findings by Abdul Halim (2014) found that the inputs performed by early preschool teachers include preparation of learning

content, preparing learning tools and RPH. Preparations made by the four respondents included preparing lesson plans and teaching materials. Some respondents adjusted teaching methods towards their students' learning styles. Instructions were given by respondents in teaching activities follow the lesson plans that had been prepared in order to help students understood the lesson materials easily. However, there are respondents who still found it difficult to adjust the instructions to certain students with abilities above or below the average of students. All respondents felt that the time provided was not enough to carry out all activities according to the RPH, besides that the students also could not complete their tasks due to time constraints.

The Process of Teaching Practices of Teachers Non-Early Childhood Educational Background
Table 3 shows the processes of teaching practice by non-ECE teachers. The processes include various methods of teaching, various learning tools, the content of information, various systems, assessment, following the level of learners' abilities, motivate, and the reward system or fines.

The respondents used learning centers and groups models based on learning while playing principles. The used teaching methods were adjusted to the center and the topic, such as role-playing, natural materials, and storytelling. The most frequent teaching media were laptops, origami, flashcard, pictorial paper, and recycled materials.

The assessment is usually done during the learning activities through observation. The assessment of student work was carried out at the end of the activity. The respondents also wrote anecdotal notes. Scaffolding techniques are implemented to help students who have different levels of ability with other students. It is expected that the student is more understandable to the instructions given by the respondents.

Table 3. A review of the process of teaching practices of non-early childhood educational teachers

Respondent	Process
RA	1. The learning method used by RA is the center and the group methods to encourage the students to be more enthusiastic 2. Laptops were the most common learning tool. 3. The assessment was done at the end of the learning activity by assessing the child's work and taking anecdotal notes. 4. Scaffolding technique was carried out to students whose ability is below or over the average of other students. 5. The reward was given in the form of bottles containing star stickers, while advice given to students who make mistakes as a form of punishment.
RB	1. The learning method applied by RB is learning activities in nature and role play 2. Laptop and Finger Puppets were learning tools commonly used by RB in teaching. 3. The assessment system was carried out daily, weekly and monthly. The daily assessment was done directly by observing

students when study, providing HOTS questions while the students are doing the activities, then evaluate the students' work, and make anecdotal notes.

4. Promote students' motivation by improving their confidence, and trying to understand to problems faced by them.
5. RB rarely gave rewards because according to her, it will make students depend on the rewards, so the appreciation was done to the students just in the form of applause or star sticker

Respondent	Output
RC	1. The RC adjusted teaching methods with student learning styles such as storytelling, using images, mind mapping and audiovisual. 2. The types of learning tools depended on the center and topic such as origami, wall clock, flashcard and recycle material. 3. The assessment was carried out every day after learning activities by using an evaluation sheet that contains assessment indicators and anecdotal notes. 4. Scaffolding techniques were implemented on certain students who do not understand 5. Students were motivated to be confident and appreciate other students. 6. The reward was given to students via sticker and high five. Moreover, the timeout punishment system was also used.
RD	1. The teaching method used was playing and singing 2. Learning tools that were often used are a computer, telephone, picture paper, cloth, and cardboard. 3. The assessment was done every day and recapitulation of the value at the end of the month. 4. RD invited students in the class to participate in interacting with other students. 5. For RD, teachers should establish communication with their students so that the teachers understand the obstacles that students have so that they are more eager to learn. 6. The reward was given to RD for students in the form of stickers and praise, while the punishment was in the form of 'timeout.'

The Output of Teaching Practices of Teachers Non-Early Childhood Educational Background

Table 4 explains the output of the teaching practices of the non-ECE teacher. The success of a teaching method depends on the teacher. This can be influenced by the teaching experience and teaching techniques used by the teacher, for example, scaffolding techniques that are useful to help students engage in learning activities. In addition, the storytelling method can also build students' confidence in public speaking.

Table 4. A review of the output of teaching practices of non-early childhood educational teachers

Respondent	Output
RA	1. The success of a method depends on the teacher who is teaching 2. The scaffolding technique is able to attract students' attention so

		that the students are able to focus on the learning activity
RB	1.	Experiences made RB get used to facing her students
RC	1.	The storytelling method successfully fosters the confidence of students to speak in front of their friends and to participate in the competition of memorizing Al-Qur'an.
RD	1.	Students understand the moral value easily through the lyrics of the song

DISCUSSION

There are some things that teachers need to keep in mind to be more effective in teaching and learning activities. Slavin (1994) divides four components that should be considered, namely the quality of instruction, the suitability of the instructions, incentives and time. The researchers found that respondents had good teaching instruction quality in accordance with the lesson plans. This may be influenced by respondent's educational factors, as explained by Ritblatt, Garrity, Longstreth, Hokoda, and Potter (2013) where teachers with undergraduate education backgrounds have better quality instruction than non-graduate teachers. Their students were also reported to have better academic results. Caroll (1963) mentions that the ability of a student to understand the instruction of a teacher is not a form of student's ability but also the outcome of how the teacher understands what the prerequisites students must have before learning something such as the skills students must have and basic knowledge.

However, Slavin (1987) explains that quality instruction will not be effective if it does not fit the student's level of understanding. This is the issue found in some of the respondents who have inclusion students in their class. Respondents were still difficult to customize instruction with a particular pupil with the abilities above or below the average of other students. In fact, the preparation in the teaching practice should meet all student needs, including special needs students who are in the same class with other students (Grisham-Brown, Hemmeter, &Pretti-Frontczak, 2017).

Slavin (1987) added that as good as the quality of a teaching instruction but would not work if the student himself was not motivated to learn. This is what the respondents noted that their students were more eager to learn when the teachers gave the spirit of enthusiasm, gave appreciation and provided high order thinking questions.

In conducting the learning activities, all respondents felt the time was not enough to carry out all activities in the lesson plans. In addition, students could not complete their tasks due to time constraints. This certainly had an impact on student achievement.

Meanwhile, Scaffolding is the technique most often used to help students who have different stages of ability with other students. Usually, the students were accompanied by more teachers or peer groups. Hence, the students were more aware of the instructions given by the respondents. This is one of the implications of Vygotsky's theory called the Cooperative Learning Strategy. (Wong Ket, Mohamad Isa & Rafidah, 2016)

The students were motivated to be more confident in the classroom. The respondents were trying to find out the barriers or problems faced by their students through communication with students. It is very important for students to be enthusiastic and motivated to learn. According to Nor Hashimah and Yahya Che Lah (2003), there are various ways in building a child's learning motivation for example by providing attractive teaching materials, creating an atmosphere of growing curiosity in children, and getting attention from parents and teachers. Two-way communication between the student, the parents, and teachers will foster the child's confidence. A good communication relationship with students will create a sense of comfort in student perceptions. Feeney (2012) also explains that the technique of communication with children is certainly different from adults.

CONCLUSION
Overall, the practice of teaching non-ECE teachers is in accordance with the standard of teaching in educating young children. This is because non-ECE teachers continue to improve the quality of their teaching by improving their knowledge and experience in teaching. This is consistent with the research by Fitriya (2014) there is no difference in the quality of teaching and learning activities between ECE teachers and Non-ECE. Which is the level of education of respondents in this study is undergraduate.

Nevertheless, there are still many highlights the low quality of teachers. So it is necessary to make efforts sustaining the level of teacher education, held upgrading activities, and can provide motivation for teachers to encourage improved teaching performance.

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