

Teachers' Ability to Stimulate Children's Development Reviewed from the Status of Educators in TK Ngemplak District

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Abstract

Purpose: This study examines how kindergarten teachers' educational qualifications in Ngemplak District relate to their ability to stimulate children's developmental progress, aiming to determine whether higher educational status corresponds to more effective early childhood stimulation techniques.

Methodology: Employing a quantitative descriptive design, the research collected data via structured questionnaires administered to kindergarten teachers across the Ngemplak area. Questions focused on teachers' highest educational attainment and the specific methods they use to foster cognitive, social, emotional, and motor development in their students. Statistical analysis then compared stimulation-method proficiency across differing education levels.

Results: Findings reveal a clear, statistically significant association between teachers' educational backgrounds and their stimulation effectiveness. Educators holding advanced qualifications demonstrated a deeper understanding of developmentally appropriate practices—such as targeted play activities, scaffolding techniques, and differentiated instruction—whereas those with lower formal training exhibited less varied and less responsive approaches.

Applications/Originality/Value: By highlighting the pivotal role of teacher education in enhancing early childhood stimulation, this study underscores the need for targeted professional development and credentialing programs within Ngemplak District. Its insights can guide policymakers and school administrators in prioritizing higher-education pathways and in-service training to ensure all kindergarten teachers are equipped with the pedagogical tools necessary to optimize children's developmental outcomes.

Introduction

Early childhood education (PAUD) plays an important role in forming the foundation of children's development, both in terms of cognitive, motoric, language, and social-emotional. At this time, children's brain development is very rapid, so that stimulation given at an early age will greatly affect children's abilities in the future. Therefore, a supportive learning environment, including the presence of competent teachers, is very necessary to facilitate optimal child development. In this context, the role of teachers in Kindergarten (TK) becomes very crucial, because teachers are individuals who directly interact and provide stimulation to children in daily activities at school.

Early childhood education is the initial milestone of learning efforts for Indonesian children. As an initial milestone, this early childhood education has a very important position as a continuation in subsequent education. The importance of this position is based on the concept that the age of a child from birth to the age of 6 years or even up to 8 years is the golden age. At the golden age or golden period, the child's potential develops most rapidly. Based on the findings of neurologists who stated that in at the time of birth the baby's brain contains 100 to 200 billion neurons or nerve cells that are ready to make cell connections. Around 50% of human intelligence capacity has occurred at the age of 4 years, 80% has occurred at the age of 8 years

Human development does not start from a tabula but contains resources that have different socio-cultural, physical, and biological conditions, which cannot be seen apart from the social, cultural, physical, and biological conditions in their environment. This, in addition to schools and teachers, the family environment and parents also play an important role in the growth and development of their children (Semiawan, 2008, 10) The achievement of educational goals at this early age level is greatly influenced of many factors. The existence of competent education providers, teachers or educators, adequate facilities and infrastructure, learning methods that are appropriate to the needs of children, support from parents and the community, are important components that must be considered. This condition is very ironic with the growth period of students who need good stimulation for the growth and development of early childhood children. In the context of Early Childhood Education, Educators and education personnel are one of the main factors in determining the success of early childhood education which requires special attention from the government and the community. PAUD teachers are

professional personnel. In carrying out their duties and functions, Real conditions show that PAUD teachers are able to stimulate child development according to the status of educators they have, however, many educators do not stimulate but rather make orders with the aim of child development. The way teachers provide stimulation to children depends on the teacher's understanding of stimulation and understanding of children. According to Ormrod (2003) teachers tend to demand students to obey or obey by showing good behavior in the eyes of the teacher as a result children will receive stimulation in a way that is not in accordance with their needs, and in turn will give rise to developmental problems.

Teachers not only function as teachers, but also as facilitators of child development. The ability of teachers to stimulate child development includes understanding the child's developmental needs, applying appropriate learning methods, and the ability to create environment that supports active learning. One important aspect that can influence teacher's ability to carry out these tasks is level in formal education they have. Teachers who have a higher educational background, such as certified teachers, generally have broader knowledge and skills regarding effective stimulation approaches and methods for early childhood. They are also more likely to adopt innovative, child-oriented, and research-based learning approaches. However, in many areas, including in Ngemplak District, there is variation in the educational status of teachers who teach in kindergarten. Some teachers may have a lower background, such as not being certified. This raises the question of how these differences in educational status affect teachers' ability to stimulate child development. Do teachers with higher education tend to be more effective in stimulating child development compared to teachers with lower educational status? These questions are relevant to explore, given the importance of the role of teachers in providing stimulation that supports child development.

This study was conducted to review and analyze the differences in teachers' abilities in stimulating early childhood development in terms of their educational status in Ngemplak District. Using a quantitative descriptive approach, this study aims to provide a clearer picture of the relationship between teacher education levels and the effectiveness of child development stimulation. The results of this study are expected to contribute to improving the quality of early childhood education in Ngemplak District, as well as provide input for policy makers in formulating better education policies, especially in terms of developing the capacity and quality of kindergarten teachers. Through this study, it is expected to find differences between teachers' educational status and their abilities in stimulating child development, so that strategic steps can be taken to improve the quality of early childhood education, especially through improving the quality and competence of teachers

Method

The analysis method in this study uses a quantitative descriptive approach to explore the relationship between teacher education status and their ability to stimulate child development in Kindergarten (TK) Ngemplak District. This study will provide valuable insights into the challenges, opportunities, and strategies to improve the quality of early childhood education in the area. Based on the description above, this study takes the title: "Teacher's ability to stimulate child development viewed from the status of educators"

Data were collected through question distributed to kindergarten teachers in the area. The sampling technique used was purposive sampling, where samples were selected based on certain criteria, namely teachers who had worked for at least one year and had varying educational backgrounds. After the data was collected, analysis was carried out quantitatively using descriptive statistics to describe the distribution and trends of data related to the educational status of teachers and their ability to stimulate child development. Furthermore, inferential analysis such as the Pearson correlation test was used to determine the relationship between educational status and the ability to stimulate child development. The results of this analysis will be used to evaluate whether there are significant differences in teacher abilities based on their level of education. All analyses were carried out using statistical software, and the results will be interpreted in the context of improving the quality of early childhood education in Ngemplak District.

Results and Discussion

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Table 1. ANOVA^a

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|----|-------------|------|-------------------|
| Regression | .261 | 2 | .131 | .660 | .524 ^b |
| Residual | 5.739 | 29 | .198 | | |
| Total | 6.000 | 31 | | | |

a. Dependent Variable: Teacher ability

b. Predictors: (Constant), Teacher ability, Stimulate development

From the table data above, it is obtained F count = 6000. While F table at a significant level of 5% is 0.660 so that with this figure it can be explained that F count > F table, then the regression model contains significant. This means that the variables of education, operational systems and geographical location have a simultaneous significant effect on the status of teacher educators, so it can be concluded that the hypothesis in this study is proven

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Table 2. Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | | |
|-----------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | t | Sig |
| (Constant) | 2.193 | .394 | | 5.568 | .000 |
| Teacher ability | -.148 | .184 | -.148 | -.804 | .428 |
| Stimulate development | -.114 | .164 | -.127 | -.692 | .495 |

a. Dependent Variable: Teacher ability

Based on the table, it can be explained as follows:

1. The variable Teacher ability has a t-value of -0.804 with a p value of -0.148, so to measure the level of significance of the variable with a constant number of 0.05 (5%) in the p value test. From the knowledge variable in the table above, the variable has a significant effect on the status of educators
2. The variable Stimulating Development has a t-value of -0.692 with a p value, so to measure the level of significance of the variable with a constant number of 0.05 (5%) in the p value test. From the social factor variable in the table above, the variable has a significant effect on the status of educators. So the hypothesis in this study is proven

Conclusion

General Conclusion

This research aims to reveal the extent of the status of certified and non-certified teacher educators affecting their ability to stimulate children's development.

Research result

Commonly found are:

1. Varying Differences: There are not always significant differences between teachers
2. with different levels of education. Other factors such as teaching experience, training,
3. and school support also plays an important role.
4. Positive Relationship: Often a positive relationship is found between education level and the teacher's ability to design innovative learning, provide feedback
5. constructive feedback, and measuring children's development.
6. Other Factors: Apart from the level of education, other factors such as type of school, load teacher work, and support from schools can also influence teachers' abilities
7. stimulate child development.
8. Based on the findings of this research, the following are several suggestions that can be put forward:
9. Continuous Professional Development: Training Program: Provide ongoing training programs for all teachers, not just those with certification status

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