# Implementation of Learning in Early Childhood Education: A Review from the Perspective of Teachers with Non-Early Childhood Education Backgrounds

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## A B S T R A C T

*Teachers' perceptions of early childhood education are understood as their views on early childhood education activities, which are formed from personal experiences and other influencing factors. The law on early childhood education standards also explains the qualifications of early childhood teachers. One of the PAUD institutions in Jember Regency has a majority of teachers who are non-PAUD graduates teaching. Therefore, teachers' perceptions of PAUD learning are important to understand in order to see how teachers view PAUD learning. The research was conducted using a qualitative phenomenological approach. The research data sources were 10 teachers. Data collection was carried out using interviews, observation, and documentation techniques. The results of data analysis show that teachers' understanding of PAUD learning tends to focus on teaching aspects and fulfilling tasks assigned by the school as well as the burden of the curriculum. In depth, teachers were unable to explain the stages of development, learning methods and strategies, varied learning media, and learning designs suitable for children. It can therefore be concluded that teachers' perceptions of PAUD learning are learning processes that are in line with the needs and characteristics of children. However, in practice, teachers have not implemented this in accordance with their understanding.*

*Key Word:*
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**Introduction**

Teacher perception is an experience gained by teachers, which they then analyse and draw conclusions from through interpretation in the form of messages (Anwar, 2021:102). 'Perceptio' is Latin for 'perception', which refers to the understanding of organising, analysing, and interpreting information obtained by the five senses, which then provides a representation of the existing environment (Hasanah, *et al.*, 2024:45).  ). Perception occurs in individuals who interact with their environment. This also applies to teachers in teaching and learning interactions. Thus, these interactions create teachers' perceptions of certain things. The role of teachers is very important in creating a learning atmosphere and activities that are well received by children (Tanto, *et al.*, 2024:1531). The learning process that is created consists of the process of teachers understanding the surrounding environment and then implementing it through learning activities.

The occurrence of perceptions towards teachers cannot be separated from the indicators themselves. There are three indicators of perception, namely: 1) acceptance, 2) understanding, and 3) evaluation. Of course, there are factors that can influence the creation of perceptions. There are five factors that can influence teacher perception (Saputra & Hadi, 2022:31) namely: 1) learning experience, 2) educational background, 3) training attended by teachers, 4) teachers' personal experiences, and 5) teachers' educational qualifications. Teachers' perceptions are subjective, so they will differ from one individual to another. However, this is positive for improving the education and learning system. One example is how a PAUD teacher perceives PAUD learning.

Early childhood learning, according to 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, Article 1, Paragraph 13, explains that learning activities for children are carried out through interactions between children and everyone in their environment, thereby providing ideal conditions for children to develop according to their age. Early childhood education is a play-based learning activity with pre-agreed goals. The activities provided are tailored to the needs and characteristics of early childhood. Early childhood learning has unique characteristics, so it is important for teachers to understand how to teach early

childhood appropriately, starting with understanding the characteristics, principles, and components of early childhood learning. The characteristics of learning in early childhood education are understood as inherent properties of learning that distinguish it from other activities. The characteristics of early childhood learning according to Masitoh (dalam Herawati & Muthmainnah, 2019:3) explain that there are four prominent learning characteristics, namely, play as a place for children to learn, the knowledge that children try to acquire is how children learn, the process of children learning takes place naturally through their surroundings as a support, and learning in children is in accordance with their development.

Another thing to note in early childhood education is related to learning principles. The learning principles for early childhood consist of eight points (Hidayati, 2021:107), namely, learning through play, adjusting to the child's age, stimulating all aspects of the child's development, focusing on the child's current stage of development, ensuring that the child's surroundings are supportive and safe, activities that are not only focused on one aspect of development, active, creative, effective, and enjoyable learning, and the use of various media. In addition, it is important for teachers to understand and know the aspects involved in early childhood education.

In early childhood education learning, there are several aspects that teachers need to know and understand  (Pratesi, 2018 dan Nurhasanah, 2022), namely: 1) aspects of child development and needs, 2) learning methods and strategies, 3) media and learning resources appropriate for children, 4) designing learning activities appropriate for the character of early childhood, and 5) learning assessment. Teachers need to understand and be aware of these aspects because they are necessary in the learning process. However, the reality in the field shows that there are still many teachers who are not linear or non-PAUD graduates teaching in PAUD institutions.

As research conducted by (Shofiah & Munandar, 2023) found that there are still many teachers who are not PAUD graduates and do not have a bachelor's degree teaching in PAUD institutions. This is due to the perception that becoming a PAUD teacher is easy and does not require a linear diploma or bachelor's degree (Nazidah, 2022:2044). This has an impact on teachers' lack of understanding of the characteristics

of students and the learning process that is appropriate for Early Childhood (AUD). In addition, teachers' perceptions of PAUD learning need to be understood. This attracted the researchers' interest in looking at how teachers who are not PAUD graduates perceive PAUD learning. This research update focuses on the perceptions of teachers who are graduates of non-early childhood education programmes. In addition, this research also focuses on how teachers who are graduates of non-early childhood education programmes perceive early childhood education. It is very important to know how teachers perceive early childhood education because it affects the process of play and learning for children. Research conducted by Jannah and Harun found that teachers' perceptions are important to know in order to create a better learning environment in line with the objectives of the independent curriculum (Jannah & Harun, 2023:207). Therefore, assessing teachers' perceptions of PAUD learning is necessary to create a learning environment and outcomes that are in line with the stages and objectives of PAUD learning.

**Methods**

This research uses qualitative phenomenology in its implementation. The use of a phenomenological approach in this research aims to describe a teacher's perspective or perception of early childhood education. This research was conducted at an early childhood education institution in Jember Regency. The research subjects in this study were all 10 teachers at the early childhood education institution. The research subjects were subsequently referred to as research informants. The selection of informants was based on the fulfilment of qualifications designed by the researcher, namely that the informants were classroom teachers at the institution, taught children directly, and/or held positions in the institution's structure.

The framework applied in this research follows Creswell's opinion. The steps that researchers need to consider (Creswell, 2013:80) are a) determining the location and individuals, b) the approach process, c) strategies for selecting informants, d) data collection techniques, e) data recording procedures, f) field issues, g) data storage, and h) reporting stages. The data collection techniques used were interviews, observation, and documents. The data analysis used was the Miles and Huberman data analysis

model. There are four steps in the Miles and Huberman data analysis method, namely: a) collecting data in accordance with the predetermined techniques, b) simplifying, selecting, and summarising all the data that has been collected, c) presenting the data in a simple form that is easy to understand, and d) checking the accuracy of the data that has been obtained.

**Results and Discussion**

This study explores the perceptions of teachers at an early childhood education institution in Jember Regency regarding early childhood education. The results of the study are as follows:

*Children's Development and Needs.* Teachers become familiar with the basics of child development and needs when they join the institution. Teachers then teach themselves about child development and needs through both online and offline media. Therefore, teachers perceive child development and needs as something important that must be fulfilled by teachers. Teachers have not fully explained the six aspects of development, and not all teachers answered questions related to children's needs. Teachers view children's developmental aspects and needs as achievements that children cannot do at first but will eventually be able to do. However, in practice, teachers do not seem to pay attention to children's developmental aspects and needs. This can be seen from the learning designs that do not refer to children's needs and development in accordance with their abilities and ages.

*Learning Activity Designs Suitable for Early Childhood Characteristics.* Due to the majority of teachers having a non-early childhood education background, they only became familiar with learning designs after becoming teachers at these institutions. Teachers then taught themselves how to develop learning activity plans and understand them. As a result, the majority of teachers said that learning plans are crucial for the teaching process. However, some teachers believed that learning plans are important because they are a mandatory administrative requirement. In addition, there were teachers who believed that the learning process can still be carried out well without learning plans. Teachers do not yet know whether the learning plans they have developed are appropriate for the children or not. The school system indicates

that determining the theme and objectives of learning is the responsibility of the curriculum team. Classroom teachers are tasked with designing detailed learning activities in accordance with the themes and objectives determined by the curriculum team.

*Learning Strategies and Methods.* Teachers become familiar with learning strategies and methods when they begin teaching at an institution. This becomes the basis for teachers to then study learning methods and strategies. Teachers find out more through online media, namely Google. Teachers understand that strategies and methods are one and the same thing. Teachers view strategies and methods as ways to deliver learning. Teachers explain that in choosing these, they consider the learning objectives. Teachers explain that the strategies and methods used are also varied and different every day. However, in practice, this has not yet been implemented in the learning process. Teachers have not applied their understanding in the learning process.

*Children's Learning Media and Resources.* Teachers learn about media when they become teachers and are required to use learning media. Teachers explain how to independently find out how to prepare media for learning. Teachers explain their understanding of learning media as a tool that helps teachers in the learning process. In applying it, they pay attention to whether it is interesting for children, colourful, and safe for children. Teachers explain that currently, the most frequently used learning media is online-based learning media. This is reflected in the learning process, where teachers only use online media in the majority of their lessons.

*Learning Assessment.* Teachers recognise assessment as an evaluation when they become teachers. Teachers then teach themselves about the assessment applied at school, mainly through previous documents on assessment owned by the school. Teachers explain that assessments are carried out by teachers at the end of each lesson. The assessments carried out by teachers do not include a specific sheet listing the learning objectives that children need to achieve.

The results of the study show that the perceptions of teachers at one of the early childhood education institutions in Jember Regency reveal that teachers' perceptions of early childhood education focus on the fulfilment of targeted learning outcomes,

with teachers facilitating learning activities to meet these targets. According to Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014, early childhood education is a method that can be used to create activities that support children's growth and development so that they are able and ready to move on to the next stage. The fulfilment of learning outcomes by teachers is based on the learning objectives set beforehand by the curriculum team. The formulation of learning objectives by the curriculum team is not based on children's developmental stages. This can be seen from the lack of use of diagnostic assessments as a consideration for formulating learning objectives and activities. Conducting diagnostic assessments is necessary and important for analysing children's initial abilities so that the preparation of appropriate assessments can help teachers prepare teaching materials that are more suited to the characteristics and potential of the children (Yani *et al.*, 2023:144).

Meanwhile, in the process of developing a good learning plan, the headmaster and the entire team of teachers determine the learning objectives in a structured form from the beginning to the end of the learning flow phase (Nurhasanah *et al.*, 2022:11). This shows a discrepancy between the objectives of PAUD learning activities and the perceptions of teachers. In addition, in-depth observations were also conducted to describe how teachers technically implement learning from the initial stage, through implementation, to the end of learning. This perception is seen from the actions of teachers in facilitating children's learning activities. In early learning, there is a planning process that teachers need to know and understand as part of learning activities in early childhood education. Therefore, it is necessary to have an appropriate learning design in formulating objectives, activity designs, and learning assessments so that learning outcomes are maximised (Syaodih, *et al.*, 2020:523). Alignment between the application of curriculum principles and children's characteristics in designing children's learning activities is necessary to create activities that stimulate children's curiosity and creativity (Shih, 2024:1)

The teacher's understanding at one of the early childhood education institutions in Jember Regency regarding lesson planning is understood as the activity of arranging lessons in accordance with the themes and objectives determined by the curriculum

team. Lesson planning is defined as a series of activities to be carried out during children's learning activities so that they focus on the achievements to be attained in the learning process (Hasbi & Wahyuni, 2020:3). At the learning planning stage, teachers do not pay attention to developmental aspects as a general guideline in formulating learning activities for children. Meanwhile, in designing learning activities, teachers also need to adjust to the characteristics and needs of children, which can help children develop optimally according to their stage (Hasbi & Wahyuni, 2020:3). This can also be seen from the learning design documents used by teachers. It appears that not all teachers prepare learning designs for learning activities, and learning activity designs tend to be the same every semester, without any variation in activities. The only innovation is in the images used in the learning media. Research shows that appropriate learning design gives children the right to develop to their full potential, which in turn influences the formation of individuals who are ready to face future challenges (Hägglund & Samuelsson, 2009)

Teachers tend to only use learning objective mapping documents prepared by the curriculum team without any daily learning activity plans. Learning plans need to be in place, aligning learning objectives, learning implementation, and assessment, which are crucial considerations for creating effective learning plans (Nurhasanah, *et al.*, 2022:12).   ). The majority of teachers also do not understand whether the learning plans that have been prepared are appropriate for children or not. This causes teachers to tend to ignore their understanding of learning in early childhood education when implementing these plans. Teachers focus on the provisions agreed upon by the curriculum team. Meanwhile, in the process of developing a good learning design, the headmaster and the entire teaching team determine the learning objectives in a structured form from the beginning to the end of the learning flow phase (Nurhasanah *et al.*, 2022:11). An appropriate and suitable learning plan helps teachers determine the focus of learning objectives, learning media, learning assessment, and learning methods to be used (Putrianingsih *et al.*, 2021). Meanwhile, in understanding early childhood education, teachers also need to know about learning methods and strategies as an important part of a successful learning process.

Teachers' perceptions of learning methods and strategies as part of PAUD learning are mostly viewed as ways or techniques to help achieve learning objectives. In theory, learning methods are defined as a way or system determined by teachers to achieve desired learning objectives (Azizah, *et al.*, 2024:76). Meanwhile, learning strategies are understood as a plan consisting of a series of activities in an effort to achieve educational objectives (Hidayati, 2021:5). At the implementation stage of the learning process, teachers tend to use direct learning strategies with singing, lecturing, and question-and-answer methods. The methods and strategies applied by teachers tend to be the same every day, with no variation. This is not in line with the information provided by teachers during interviews, which indicated that there was variation in the methods and strategies applied. Dacholfany (dalam Andryani, *et al.*, 2024:15852) ) states that training teachers can improve their abilities so that they can deliver effective learning materials and develop students' skills. Learning strategies that have various types need to be adapted to the needs and characteristics of each learning situation (Hidayati, 2021:26). Therefore, it is necessary for teachers to know more and understand learning methods and strategies. This can be detrimental to students if the methods used are not appropriate, which can impact children's growth and development (Azizah, *et al.*, 2024:77). Not only are the methods and strategies applied by teachers monotonous, but the learning media used also tend to be the same every day.

In the implementation of learning media, teachers focus on online-based media. The majority of teachers consider teachers' perceptions of learning media to be important in helping teachers deliver material. This is in line with Wulandari's opinion that the purpose of using learning media is to make it easier for educators to carry out learning (Wulandari, *et al.*, 2023:3929). However, there are also teachers who believe that learning media is not always necessary in the PAUD learning process. One study concluded that the use of media in the learning process has a significant effect on improving children's learning outcomes (Yuwono, 2020). ). Focusing on the use of online media in the learning process without any variation is not in line with the characteristics and principles of learning for early childhood. This is because the use of online media in learning has negative effects if used continuously; namely, it can

disrupt children's concentration, cognition, and social-emotional development so that the long-term effects will affect children's physical development (Pebriani & Darmiyanti, 2024:3). Therefore, it is important for teachers to understand the various learning media as well as the developmental aspects and needs of children. Meanwhile, the use of varied learning media helps to stimulate children to the maximum extent (Dewi, 2017:3). In addition, teachers also need to understand the suitability of learning media for the characteristics of early childhood. According to Rahma, learning media that is suitable for early childhood is that which makes children feel comfortable and happy, does not bore them, and is interesting and colourful (Rahma, *et al.*, 2023:3992).

Teachers at the institution where this research was conducted understand that children's development and needs are important to be fulfilled. However, this is not yet evident in the learning process. Teachers who still tend to use monotonous methods, strategies, and media can result in suboptimal stimulation, which in turn affects children's growth and development. As educators, teachers should understand the characteristics, needs, and development of children because the transfer of learning in the learning process can be conveyed well to children (Rohmah, *et al.*, 2020:175). According to Masitoh (Herawati & Muthmainnah, 2019:3) the characteristics of early childhood learning include learning through play, children constructing their own knowledge, learning naturally, and learning in accordance with their age level in a way that is meaningful, interesting, and functional for their growth and development. In addition, teachers also understand the aspect of development as an increase in the abilities possessed by children. The developmental aspects and needs that are an important part of implementing PAUD learning become fatal when teachers do not understand them beforehand. Fulfilling the developmental aspects and needs of children should be crucial in guiding the implementation of learning activities in PAUD. Of course, in order to understand this fully, teachers also need to assess the abilities of each child. Therefore, in PAUD learning, there is a learning assessment that teachers need to know and understand.

Learning assessment in teachers' understanding is the final evaluation of the learning process that takes place. The purpose of learning assessment is to see whether

children have achieved the designed learning objectives or not, and learning assessment helps teachers evaluate learning activities to determine whether there are things that need to be improved or not (Hasbi, *et al.*, 2021:1). Meanwhile, the assessment process is a comprehensive evaluation of the learning process that takes place (Nurhasanah, *et al.*, 2022:19). In certain activities, teachers also use types of assessment such as anecdotal notes, work samples, and portfolios. According to Hastuti, the types of assessment for early childhood include anecdotal notes, work samples, photo series, and checklists (Hastuti, *et al.*, 2022:6654).

The assessment is conducted to determine whether the child's achievements are in line with the learning objectives. Meanwhile, in the assessment process, teachers need to take the initial step of collecting data through observation and recording children's expressions, chatter, and work using assessment tools. The second step is to process the data by analysing the data obtained to see the achievement of learning objectives. The third step is to report on children's learning progress, either formally or informally (Nurhasanah, *et al.*, 2022:19) In addition, the results of the final assessment of children can also be used as a reference in planning subsequent activities (Nurhasanah, *et al.*, 2022:19). Teachers' implementation of the learning process from start to finish reflects their perception of PAUD learning itself.

**Conclusion**

Research conducted on the perceptions of teachers with non-PAUD graduate teaching backgrounds regarding PAUD learning found that the perceptions of teachers in these institutions tend to focus on teaching aspects, whereby teachers need to have learning objectives, apply play-based methods and use learning media, as well as evaluate the achievement of learning objectives. In addition, the learning process focuses on fulfilling the teachers' responsibilities for the tasks assigned by the principal and the curriculum load. However, in depth, teachers have not explained the relationship between PAUD learning as an effort to stimulate child growth and development and the stages of child development, learning methods and strategies for each age group, varied learning media, and learning designs appropriate for children. Furthermore, in its implementation in PAUD learning, teachers still do not seem to be

doing it in accordance with their understanding. Various factors underlie the failure to implement a learning process that is in line with PAUD learning. This is based on the teachers' belief that paying close attention to learning that is appropriate for children is time-consuming. In addition, the burden of the curriculum given to teachers also causes teachers to be more inclined to use classical methods that are considered more practical in the learning activities provided.

The recommendation from this study is that teachers should regularly attend training on PAUD learning and teacher competencies. It is hoped that teachers will always contribute and participate in discussions to design learning objectives and activities. It is hoped that teachers will have greater willingness and creativity in preparing and implementing learning. The recommendation for institutions is that they should review the competencies possessed by teachers and the requirements for teachers to join the institution. It is hoped that institutions can provide facilities to support the improvement of teachers' abilities.

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