



Outstanding Educator Performance: Professional Development in Early Childhood Education

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ABSTRACT: Early childhood education as the main foundation of one's education is determined by the quality of teachers who can be seen through the performance of teachers and teachers, so the discourse of professional development is important. This study aims to determine how the performance of superior early childhood teachers and performance measurement as performance standards for outstanding teachers. Qualitative research is carried out with a psychological approach that is carried out directly on the object under study, to obtain data relating to aspects of teacher performance so that increased performance becomes an example for other teachers. Research data collection techniques using interviews, documentation, and observation. The results showed that the performance of outstanding early childhood teachers always tried to hone and control themselves by participating in outstanding teacher competitions to monitor their professional condition and performance. Early childhood teachers who have extraordinary grades also have strong scientific insight, understand learning, have broad social insights, are positive about their work, and show work performance according to the required performance criteria. The teacher's performance in the extraordinary category is the success and ability of the teacher in carrying out various learning tasks. Measuring the performance of early childhood teachers with achievement has two tasks as measurement standards, tasks related to the learning process and tasks related to structuring and planning learning tasks. Referring to these two tasks, there are three main criteria related to teacher performance in early childhood teacher professional development literacy, namely processes, teacher characteristics, and outcomes or products (changes in student attitudes). In the learning process, the performance of early childhood teachers who excel can be seen from the quality of work carried out related to professional teacher learning activities.

Keywords: *Early Childhood Education, Outstanding Educator Performance, Professional Development*

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1 INTRODUCTION

Early childhood education (ECE) quality has traditionally been described and evaluated in terms of two categories of interrelated variables: systemic factors (e.g., class size, teacher-child ratio, physical setting, teachers' qualifications) and process factors (e.g., quality of teacher-child interaction) (Ishimine et al., 2010). Scholars have recently stressed the importance of including a third group of factors related to the concept of orientational consistency (Wall et al., 2015). ECE practitioners' developmental and curricular ambitions, academic aspirations, and professional development (PD) needs, as well as their knowledge of their own professional positions, are all considerations to consider. The educational and curricular interests of ECE professionals, their academic aspirations and professional development (PD) need, their knowledge of their own professional positions, as well as their educational principles and values, are all considerations to consider (Anders, 2015).

While there are significant gaps in how scholars define teacher professional development, the majority of them agree that the overall aim of teacher professional development is to increase students' academic success by enhancing teachers' performance (Walker & Qian, 2018). In the current prevalence of positive psychology, particularly focus on teachers' positive behaviour, it has been discovered that research on teacher success is linked to both bad and good performance of teachers (Han et al., 2021). The mediating functions of skill and workplace satisfaction are explored in Han et al., (2021) research, which adds to knowledge of the processes underlying the impact of teachers' care on work performance. In brief, these results indicate that the impact of preschool teachers' caring actions on work performance is based on skill and workplace satisfaction. His study expands the understanding of the mechanisms underlying the effect of teachers' caring on work performance by the mediating roles of competence and occupational happiness, and its findings are novel and insightful, both theoretically and practically. His study expanded the application of the relationship between teachers and students in preschool teachers. In short, these findings suggest that competence and occupational happiness underlie the effect of preschool teachers' caring behavior on work performance.

Because the meanings educators assign to themselves can be an integral feature of contesting and situating professionalism within a meaning-making paradigm, the way in which early childhood educators conceptualize and narrate their position is a significant subject of inquiry. New perspectives into identifying professionalism from inside (Osgood, 2009) can be construed and greater scope and appreciation of the professional educator can be realized by allowing room for early childhood educators to express their sense of dedication and enthusiasm for their position.

Supportive working practices are maintained by a firm sense of professionalism. Teachers become more willing and agentic to partake in the workplace decision-making because they have a strong knowledge base (Urban, 2008). Teachers who participated in project-directed professional development saw consistent disparities in classroom instructional variables as compared to their counterparts who did not enroll in such activities, according to evidence from comparisons of classroom instructional variables. The expected benefits of engaging in high-quality, long-term, and rigorous professional development aimed at supporting developmentally effective teaching for preschool-age children based on the most up-to-date studies on early childhood pedagogy, infant development, and preschool learning were documented (Algozzine et al., 2011). Based on the explanation of the work performance problems of early childhood teachers, as well

as various gap problems regarding the professional development of early childhood teachers, this study aims to determine how the performance of superior early childhood teachers and performance measurement as performance standards for outstanding teachers.

2 THEORITICAL STUDY

2.1 *Outstanding ECE Educator Performance*

The Early childhood Education (ECE) Teaching Performance requires the teacher to demonstrate the knowledge, skills, and abilities to provide secure, healthy, developmentally appropriate, inclusive, and supportive learning environments. Meet the needs young every young child in his or her ECE setting, as well as to understand and apply child development and pedagogical theories, principles, and practices for the comprehensive educational need's young every young child in his or her ECE setting (ECE – TPEs and CAPEs, 2019).

Outstanding teachers should know how to communicate with families as partners in a mutually respectful, collaborative, culturally responsive, and reciprocal manner, as well as how to assist other teachers in setting goals with families that prepare them to engage in complementary behaviors and activities at home, schools, and communities that promote child development. Teacher teaching shows the ability to develop loving home relationships and experiences with children through constructive, child-directed words, with encouragement and/or instruction from the Teacher and/or the Master Teacher. They know how to use productive patterns, keep a timetable that fits person and community needs, and keeps changes brief and productive (i.e., healthy, stable, and predictable) to help ensure continuity, predictability, optimize access to learning resources, and sustain constructive interaction as well as a sense of emotional stability and support for the learning environment (ECE – TPEs and CAPEs, 2019).

Teachers must be able to implement a linguistically and developmentally appropriate curriculum (DAP) and the basics of preschool learning in socio-emotional development, language development, cognitive development, and perceptual and motoric development for infants and toddlers; and, for preschoolers, they should be able to assist in the implementation of a linguistically and developmentally appropriate curriculum. And know how to adapt and adapt the curriculum for children with special needs in line with their individual learning plans. Demonstrate how to aid in the creation and achievement of relevant individualized expectations and priorities for young children's development and learning through the program and within the classroom. They know how to use developmentally relevant pedagogy in crucial aspects of the early childhood program and how to put it into practice (ECE – TPEs and CAPEs, 2019).

Teacher with outstanding work performance will understand how to apply their understanding of successful pedagogical techniques in early-childhood education to the growth and learning of children. They regularly engage with children in a caring, attentive, and developmentally relevant manner, stimulating and facilitating their development and learning. They understand how to incorporate their understanding of children's cultural, linguistic, multicultural, and economic backgrounds and traits, ability levels, and first- and dual-language acquisition and development into learning environments and constructive inquiries for children. They know how to plan and incorporate learning environments that facilitate children's growth and learning using a variety of developmentally relevant

existing content, tools, approaches, and technology. They know how to use holistic pedagogical methods, uniform design, inclusion, and differentiation / adaptation of learning contexts and settings to support children with specialized developmental or learning challenges, such as children with autism or developmental delays, advance their growth and learning. They know how to use subject field awareness, content pedagogy, and children's learning goals to help prepare and evaluate relevant learning environments and assessments for young children. They recognize the interconnectedness of children's reading, algebra, physics, and other sciences advancement in the early childhood curriculum (ECE – TPEs and CAPEs, 2019).

Teachers in their work performance have a basic understanding of how to observe, log, and interpret children's developmental success in all domains, including play and social experiences. They appreciate how the tests can offer insightful insight on how existing pedagogical methods are working with specific children, as well as how to differentiate / adapt pedagogical approaches and make changes. And they can know how to use a variety of tools to help them take decisions about what a child learns and should do, as well as how to keep track of their children's learning and growth. They assist children with understanding how to evaluate peer work as well as self-assess their own. They appreciate how adults learn and how to work with other teachers and provide positive guidance and otherwise promote their success in carrying out their delegated roles with the program's children and families. Via collaborative inquiry, appraisal input, analytical activity, and evaluations about their work in the early childhood environment, they are constantly looking for ways to focus on and develop their practice. They are mindful of their unconscious and overt prejudices, as well as the positive and negative effects these biases may have on their aspirations towards and interactions with adolescents, families, and coworkers. They are aware of their personal accountability (ECE – TPEs and CAPEs, 2019).

2.2 *Professional Development*

It is important to remember that technical definitions in early-childhood education and care (ECEC) are diverse and often debated, as definitions of professionalism are influenced by social norms and policies (Oberhuemer, 2005). Ontario, Nigeria, and South Africa are examples of 'split structure models,' in which childcare (for children under the age of four), and educations are clearly separated (for children aged four up to compulsory schooling). Policies, instructor education, instruction, equity and efficiency, and technical conceptualizations are also categorized within this distribution model framework. An integrated model of implementation, on the other hand, is a cooperative methodology that supports a similar curriculum, service delivery model, and philosophy of professionalism in the early childhood and education sectors (for example, in Sweden, a common occupational model has been used where educators have been educated and given opportunities to serve across both sectors) (Oberhuemer, 2005).

Given that the position of an early childhood educator necessitates interaction with children and their families, one would expect educators to describe themselves as presence. Presence, according to Rodgers and Raider-Roth, (2006), is a state of alert consciousness, receptivity, and connectedness to the mental, emotional, and physical workings of both the person and the community in the sense of their learning environment, as well as the capacity to react with a considered and compassionate best next move. Contemporary scholars are increasingly arguing for the recognition and desirability of emotional intelligence as a necessary component of education and teaching (Osgood, 2007).

The emotional side of teaching, according to Hargreaves, explains why many people find the job incredibly rewarding, and that the younger the pupil, the greater the emotional strength involved (Hargreaves, 2000). In teaching, all aspects of the emotional force (love and anger) can be used. Reflective instruction cannot be limited to a set of habits or skills, but is an activity that requires presence (Rodgers & Raider-Roth, 2006). Building from the principle of appearance, it seems that the 'ethic of caring' and interpersonal work in teaching necessitates a rigorous examination in order truly to comprehend the gendered and sociopolitical experiences implicit in professionalization. The results of Harwood et al., (2013) study back up previous research that advocates for caring (and passion) as a social concept in education and socially conceived professional values.

Hughes & Menmuir, (2002) have emphasized the value of breadth of experience and reflection on practice as the key to early-career professionalism. Education and preparation should not be limited to demonstrating practical expertise but should also offer a substantive opportunity for reflective reflection on how professionals are placed in contrasting and alternative discourses of professionalism (Harwood et al., 2013).

Professional development of early childhood services, at the most basic level, refers to a variety of experiences that facilitate education, preparation, and growth opportunities for early childhood professionals who deal with young children from six to eight years old and their families. Professional advancement, in this context, refers to a wide variety of practices aimed at broadening a practitioner's knowledge base, ability set, or attitude set as they partake in home-visiting, parent education, childcare, nursery education, kindergarten to third-grade instruction, or educational support services. Its long-term mission is to help young children acquire new learning and social-emotional competencies, as well as, in many situations, to foster essential family-specific behaviors or skills that benefit children's learning and growth. In other words, improving children's performance through academic, communicative, social-emotional, and behavioral realm is the prime predictor of effective professional growth programs (Guskey, 2001).

3 METHOD

This qualitative research uses descriptive methods. The qualitative data obtained from the research results are used as a broad descriptive source and are based on solid opinion and contain an explanation of all the processes that occur in the local environment. The data taken qualitatively is carried out by researchers to understand and follow events chronologically, to measure cause and effect within the scope of the opinions of the people around them. The researcher also examines the objective conditions of the research subject so that the approaches and procedures that take place from outside and from within become part of the qualitative research that is taking place properly. Participants are five teachers at the Islamic Kindergarten / Roudhatul Athfal (RA) in the city of Yogyakarta.

This study collected data from participants through observation, interviews, questionnaires, and documentation. Data analysis is carried out by researchers through how the data works, then organizing, sorting, and selecting data into a manageable unit, looking for and finding patterns, synthesizing them, finding what is important and learned, and deciding what other people can apply. The data analysis technique of this research includes three stages, namely reducing data, presenting data, and ending with drawing conclusions (Ary et al., 2010).

Researchers try to find the meaning of events in relation to the object of research and the research situation. This approach provides direction to the interpretive meaning of the life events of teachers in kindergarten. Researchers try to get closer to the conceptual realm of the research object, so that they can develop a substantial understanding of the areas of daily life around Islamic Kindergartens.

There are three stages that researchers undertake in researching this matter. First, the writer tries to enter the data reduction stage, which is the stage of observing the event being studied. Second, the writer tries to arrange the parts of the event to be described, with the intention of getting the meaning of the event into the object of research, then the stage. Third, the writer enters the transformation of meaning, here begin to compile a descriptive analysis and description. This research is descriptive analytic, because this research seeks to describe the situation under study in the form of a narrative description, where the main problem of the research is the focus of the research.

4 RESULT AND DISCUSSION

Teachers as someone who works in the world of teaching and education who are obliged and responsible in guiding students to achieve their respective maturity that is in harmony with their own competence. The teacher is a human element in the learning system that plays an important role in delivering students to the educational goals formulated.

It is the teacher who bears the obligation for the failure and success of the teaching program or the activities of them children come to RA which is mostly delivered by their parents until they are picked up by their parents or home alone (Interview with Mrs. Sri Ngadiyati on March 18, 2019).

Anton Ariyadi (is an outstanding teacher who won the 1st place in Yogyakarta in 2017, 5 years teaching experience from RA Baitur Rahmah Jl. Sawitsari A-15 Gang Anggrek Condongcatur Depok Sleman, interview on March 20, 2019) stated that teaching is a professional job because it uses techniques and procedures that are based on an intellectual foundation that is studied intentionally, planned, and used for the benefit of the public, in this case the students of RA. While the RA teacher's performance is the effort and ability of the RA teacher to do the teaching and learning tasks as well as possible in the planning of learning activities and the implementation of learning programs and evaluation of learning programs. The performance of RA teachers achieved is guided by professional competency standards during their responsibilities as RA teachers.

Teacher performance which is the success and competence of teachers in carrying out learning tasks shown by the dimensions of: 1) the ability to develop learning plans, 2) the ability to carry out learning, 3) the ability to carry out interpersonal relationships, 4) the ability to assess or assess learning outcomes, and 5) the ability to implement enrichment and remedial programs.

RA teachers who have performance are teachers who have solid scientific insight, understanding learning, broad social insights, being positive about their work, and showing work performance according to the required performance criteria. Teacher performance becomes the success and ability of teachers in carrying out various learning tasks (Interview with Anton Ariyadi on March 20, 2019).

The development of the world of education requires educators to continue to innovate by constantly strengthening the four competencies that must be possessed as an educator which include personality competencies, pedagogic competencies, professional competencies, and social competencies to create optimal learning. In addition to these four competencies, as an educator it is also required to have the skills or skills needed in the education process according to the scientific field. Since the turn of the century, educators' evaluation has been put forward as an important strategy for assuring and developing educational quality in many countries. In the six remaining countries, practices to provide feedback on educators' work were designed and implemented locally. Therefore, to produce prospective professional educators, educational institutions implement a system that makes their graduates have the competencies and skills needed in the world of education.

The Learning Process becomes the core of educational activities in schools in the teaching process to run smoothly one of them by using the right procedure in teaching. *In connection with its function as an educator, teacher, and mentor, it is necessary to have various roles in the individual teacher (Interview with Anton Ariyadi on March 20, 2019).* As outlined the role of the teacher includes teachers as class leaders, instructors, planners, mentors, expeditors, environmental regulators, participants, supervisor counselors, and as motivators.

The roles presented are considered to dominate and can be classified as follows. First, the teacher as the demonstrator, should understand the teaching materials or materials that will be delivered and always grow them in the sense of developing their abilities in relation to the knowledge they master because this will determine the learning outcomes that students want to achieve. Second, the teacher as the class manager, while the specific goal is to increase the potential of students in using learning tools, prepare all conditions to help them work and learn, or help so that they can get the desired results. Third, the teacher becomes a facilitator and mediator, as a teacher mediator is expected to have sufficient understanding and knowledge regarding the educational media because the media or educational tools are the means of communication to streamline the learning system. Last fourth, teachers as evaluators, in the teacher learning system activities should be as a skilled evaluator. Then the teacher is expected to be skilled and able to make an assessment or assessment, because with that assessment, the teacher can know the achievements obtained by students after running the learning process.

4.1 *Teacher Performance in Using Methods, Tools or media, and Learning materials*

The ethical considerations of trust and truthfulness underpin core activities of pedagogic approaches such as training, evaluation, and classroom management. Teaching should be motivated by a deep sense of responsibility for the health and welfare of children, which is equally significant. In other words, teaching as a discipline necessitates 'ethical awareness,' which expresses itself in educators 'understanding and recognition of moral agency demands as professional standards inherent in all facets of their day-to-day activity'. The consistency of an educator's professional character affects the quality of student learning. Educators in our research understood the value of adhering to ethical obligations at work, which was in line with policy goals (Molla & Nolan, 2019).

The use of teaching and learning methods is more effective based on the specific objectives to be achieved. Likewise, the suitability of the learning material. Between objec-

tives, materials and methods are required for harmony. If a specific goal has been determined, then the next problem for an RA teacher is to establish a technique that provides the highest guarantee of achieving the goal as well as possible, for example with simple science for children. Factors that need to be understood for an RA teacher with achievement and professionalism in terms of using teaching methods are like those stated by Anton Ariyadi as follows:

Teaching methods are tailored to the goals, also adapted to students or the abilities of RA children, teaching activities are harmonized with the environment, and learning activities are well coordinated (Interview with Anton Ariyadi on March 20, 2019).

Effective learning methods in accordance with the goals and abilities of students have been selected by RA teachers who excel in introducing various types of wild animals and the like is used the method of conversation and question feedback by grouping students full of familiarity as shown in picture 1:



Figure 1. Mr. Anton Ariyadi, S. Si. (accomplished teacher 4) is teaching in the corner of the library (Learning documents for outstanding teachers Mr. Anton Ariyadi on March 20, 2019)

The accomplished teacher also does learn in introducing the type of pet by looking directly, touching, caressing the animal like a cat animal so that students learn more about it like the figure 2 and 3.



Figure 2. Introducing the type of pet

Mr. Anton Ariyadi directly brought the Angora cat animal to be shown directly to the female students and male student. The portrait of learning carried out by Mr Ariyadi shows the maximum effort in the learning process in introducing new knowledge to children. This shows their professionalism as an early childhood teacher who needs concrete media in learning. With the emphasis on professionalization of the career in politics, there is more to be done in terms of ECE educators' professionalism, which is directly related to their experience.

The first step in fostering EC educators' expertise is to recognise core characteristics of their technical functions. Evidence of misalignments between policy-valued and educator-valued professional functionings in areas of experience, appreciation, and responsiveness, for example, as seen in our research, indicates that successful educator professionalization is critical in extending professional capacities through encouraging professional agency (Molla & Nolan, 2019).



Figure 3. Mr. Anton Ariyadi directly brought the Angora cat animal to be shown directly to the students

4.1.1 *Using Learning Tools or Media*

Teaching tools or media are all tools that can support the effectiveness and efficiency of teaching. Teaching tools are often interpreted by some people as the means of learning or teaching facilities. This teaching tool can influence student behavior because the teaching tool also contains elements of teaching resources. There are teaching tools that are of a general nature, can be used in all fields of study, some are made certain for specific fields of study.

In an interest-driven and inquiry-oriented way, connected learning is said to help children link their structured learning with a broader social network and media resources. There have been several effective applications of linked learning in a formal setting. According to the current findings, meaningful subjects of investigation were discovered by the children's own observations using media instruments. Children were also developing, communicating, and freely posting their own insights based on a diverse set of meaning-making materials and media tools. The findings can be applied to early childhood education and care learning designs (Vartiainen et al., 2019).

The function of media or tools in the learning process is not just as a tool used by the teacher, but also able to communicate messages to students. The point is that teachers who have professional performance are those who use these media to motivate and communicate with students to be more effective (Interview with Anton Ariyadi on March 20, 2019).

Learning objectives can be achieved maximally, this can be realized by learning outcomes or high student learning achievements. Media is not only learning achievement in the form of hardware or hardware but also can be in the form of software. Hardware and Software in the implementation of the learning process can be integrated because hardware is a machine that is used to present programs such as: teaching mechine, radio tape recorders, TVs, video cassettes, slides, films, transparences overhead and so on. Besides various electronic media above, simple media can also be used, including posters, graphics, and the like (Learning observations of Outstanding-Teacher-1 (Mrs. Sri Ngadiyati) on February 6, 2019).

Learning media is effective, efficient, as well as a source of learning or teaching, RA teachers excel in conducting simple experiments in introducing liquid objects such as water that have the nature and shape following the existing media. For example, water in a box or container in the form of a box, in a bottle, in a glass, the water will follow a shape like the place, as shown Figure 4.



Figure 4. Mrs Sri Ngadiyati, S.Pd.AUD. (RA Outstanding Teacher-1) is introducing liquid objects such as water, and solid objects such as stone, wood, iron, along with their properties (Learning documents for outstanding teachers-1 (Mrs. Sri Ngadiyati) on February 6, 2019).

The availability of textbooks, appropriate chalkboards, Mathematics kits, Science kits, teaching guide, science guide, audio-visual aids, overhead projector, and other instructional materials play an important role in the teaching-learning process. However, many facilities are missing in almost all secondary schools in the country (Bukoye, 2019).

4.1.2 Learning Materials

Content or learning material should be a very important curriculum component. Content involves answers to questions, what will be taught? This content is often not noticed,

usually only taken from textbooks that are abundant in availability, without linking them to curriculum goals, educational goals, and or with instructional objectives. Learning materials should be organized around teachers' professional living experiences, prior skills, and personalities, as stated at Nolan and Molla's (2018) study. It's difficult to elicit deliberation without first forming a connection between what people are experiencing and their previous expertise and experiences.

So, the steps taken by an RA teacher excel in understanding and delivering material tailored to educational goals, curriculum objectives, or with instructional objectives. Thus, the workings of an RA teacher excel in using subject matter can be classified based on educational goals, namely the cognitive domain (including understanding, knowledge, application, analysis, synthesis, evaluation). Affective (receiving, responding, and value characteristics, and appreciating organization). And psychomotor domain outstanding teachers' observations of outstanding teachers-1 (Mrs. Sri Ngadiyati) by using learning materials in worksheet form of book entitled "Sticking Book" (cutting, matching, and tearing), on 6 February 2019 at 09.30 WIB). Moreover, this accomplished RA teacher is doing learning by playing simple science, namely air power rockets, show on figure 5.



Figure 5. Mr. Anton Ariyadi is teaching by introducing science to "air rocket playing" as well as sons and daughters practicing it.

Via the children's own discoveries and subjective interpretations, real-world phenomena became meaningful subjects of investigation in this project. Both classes of children were motivated by their teachers to explore and discover their environments, as well as to collaborate with their peers in the creation of significance. The teachers intentionally left room for the children's imaginations and encouraged a generative mentality in which the object of inquiry was viewed and negotiated from a variety of angles (on-site observation and interpretations of traces) (Vartiainen et al., 2019). Such imaginative actions turned the real-life world into a venue for play and creativity (Thomas & Brown, 2011), allowing for the recreation of memories and interests from a variety of environments

(Hedges & Cooper, 2016). Tablets with cameras were found to be useful as instruments for recording the children's own findings during this process. Teachers could use media tools to inspire children to be active participants in the investigation and gather their own study results.

4.2 Encourage and optimize the participation of students

In the learning system or process, the competency aspect of motivating and promoting the participation of students in this learning system consists of, first, using procedures that activate learners at the beginning of the learning process or system (the teacher can attract attention, motivate, give references, link previous topics, help recall previous experiences, arouse new interests, and help students understand what they will achieve with self-activity in learning activities) (*Learning documents for outstanding teachers-4 (Mr. Anton Ariyadi) on March 27, 2019*).

Secondly, provide opportunities for students to contribute to play a role in the Learning process (giving an opportunity to respond or respond and initiate or argue / opinion). This is manifested by outstanding teachers in learning to tell stories using or through hand puppets as shown.

Third, maintaining the participation of students in the learning and teaching process (including providing worksheets, asking lots of questions, valuing the right answers, and directing inappropriate ones, holding games and role simulations, monitoring children's progress, and helping students think critically in solving problems).

Fourth, strengthen students' efforts to maintain involvement in teaching and learning processes (assign activities that are possible, vary stimulation, respond to student participation, arouse student attention, provide opportunities to ask, respond or criticize, and pay attention to student involvement reactions both non-verbal and verbal (*Learning documents for outstanding teachers-4, Mr. Anton Ariyadi, on March 20, 2019*) (see on figure 6 and 7).



Figure 6. Mr. Anton Ariyadi was teaching through storytelling using hand puppet media

The value of teachers' beliefs about children and how they learn has been repeatedly shown in the educational literature, and these beliefs play a key role in influencing teachers' attitudes, relationships with children, teaching activities, classroom setting, and even children's learning and achievement (Hur et al., 2016).

There is proof that teachers who have more progressive, child-centered views about schooling and knowledge development have more supportive social climates in their classrooms, encouraging children to construct their own knowledge rather than relying on rote learning (Pianta, 2016).



Figure 7. The female students tried the puppet and told the stories

Outstanding teachers have professional values in carrying out the learning process. As seen in the research data, the teacher provides many opportunities for children to try various media directly and encourages children to find their own knowledge. The value of teachers' beliefs about children and how they learn has been repeatedly shown in the educational literature, and these beliefs play a key role in influencing teachers' expectations, relationships with children, teaching activities, classroom setting, and even children's learning and achievement (Wall et al., 2015).

There is proof that teachers who have more progressive, child-centered views about schooling and knowledge development have more supportive social climates in their classrooms, encouraging children to construct their own knowledge rather than relying on rote learning (Hamre & Pianta, 2005).

The first initial activity that provides new enthusiasm for students is when entering a fun learning place starting from the arrival of the children welcomed by the teacher's mother in front of the entrance gate as the outstanding RA teacher welcomes children who are entering the entrance (see on figure 8):



Figure 8. Mrs. Rufiyati Ambar Ningrum, S. Sos.I. (RA Outstanding Teacher-3) is welcoming students who condition themselves and students already in the school environment (on March 28, 2019).

Figure 8, which shows the teacher's behavior in welcoming the arrival of children, reflects a warm teacher and building strong interactions with children. Teacher–student relationships are a vital asset for optimizing student learning and progress, according to scientific evidence. Experiments show that observing instructor–student experiences can be used as a starting point for coaching that increases teacher behaviour and student performance.

Measurement, connections between teacher and student behaviour, and neural and physiological mechanisms are all areas where research on teacher–student interaction is lacking. In terms of instructor performance evaluation, transparency, and readiness, standardized observation, and coached enhancement of teacher–student relationships should be a policy priority of the state and federal levels (Pianta, 2016).

Then after the reception to the students carried out by the outstanding RA teacher held a red and white flag distribution ceremony as a ceremonial coach the outstanding RA teacher taught students to love the homeland of their birth through a series of ceremonial activities (see on figure 9). Teachers who hold more egalitarian, child-centered beliefs appear to share more positive emotional experiences with students, according to research done especially at the preschool stage. Teachers who hold more conservative, adult-centered beliefs tend to share fewer positive emotional experiences with students (Driscoll & Pianta, 2010).



Figure 9. Mrs. Estri Ritah Indriwati, S.Pd.I. (RA Outstanding Teacher-2) is being a ceremony coach (on July 17, 2019).

Furthermore, in strengthening the efforts of students to maintain order in the learning system which considers both non-verbal and verbal reactions, the following outstanding RA teachers have taught how to focus attention by exercising in the position of the head raised to stretch the neck and shoulder muscles (see on Figure 10):



Figure 10. Mrs. Rufiyati Ambar Nigrum (RA Outstanding Teacher-3) is practicing sports movements in the stretching of the neck muscles with both thumbs attached to the tip of the chin to relax and concentrate.

Teachers have internalized the importance of fostering children's holistic growth, as shown by the fact that academic and non-academic fields were intertwined in priority rankings. They seem to recognize that their function as an educator is to grow children holistically by providing them with opportunities to promote their socio-emotional, linguistic, and motor development, which is consistent with the concepts outlined in the curriculum structure (Choo, 2010).

Teachers' socio-emotional abilities, emotional maturity, confidence, and motivation, strong linguistic command of English and the mother tongue, and physical health and good motor skills seem to be much more important than the other learning areas during this time. This finding may be explained by the growing number of research emphasizing the significance and benefits of 'learning by play' (Eggum-Wilkens, 2014), as well as the various studies linking early academic preparation to long-term negative effects on individuals (Katz, 2015).

These results are consistent with research undertaken in the United States by Abry (2015) and Piotrkowski et al., (2001), which showed that nursery and kindergarten teachers favor the development of interpersonal skills over academic skills. Furthermore, teachers' emphasis on socio-emotional learning is consistent with a growing body of evidence that shows a close correlation between young children's social-emotional skills and their cognitive development, language skills, mental wellbeing, and subsequent school achievement.

4.1. Organize time in the learning procedure

In this aspect of competence, instructors are expected to be able to utilize the maximum learning time that has been allocated. For this purpose, there are several activities that need to be considered and displayed by the teacher so that time can be used efficiently, namely: 1) Start learning on time, 2) Continue the lesson until the allocated time is up. 3) Avoid unnecessary time delays during teaching. 4) Avoiding irregularities in topics that are not needed. 5) The strong attitude of students is responded adequately. 6) Percentage power considers unexpected reactions and students.

Performance for a teacher who has good achievements, of course the outstanding RA teacher can manage and use the available time. For example, starting at the beginning of the lesson on time and continuing until the time is up. Then the delivery of the material does not come out even distantly and does not pass the time just like that (*Learning observations of Outstanding RA teacher-1 (Mrs. Sri Ngadiyati), on February 6, 2019*).

Submission of material with LKA (Child Worksheet) This accomplished RA teacher delivered a theme of self-recognition related to the physical state of recognizing the names of members of the body, the names of the closest relatives of the house ranging from: father, mother, brother, sister, grandmother, and grandfather (see on figure 11).



Figure 11. Mrs. Rina Wahyuni, S. Pd. AUD. (Outstanding RA teacher-5) is explaining self-recognition using LKA media (Child Worksheet) (on July 18, 2019).

Likewise, when the break time the outstanding RA teacher introduced several outdoor games that were owned and existed in the school environment, especially RA Masyithoh Janten Temon Kulon Progo to play in an orderly manner and collaborate between play-mates (see on figure 12).

Caregivers, babysitters, specialists, activists, instructors, and foundation makers have also been used to identify early childhood educators. Early childhood educators play a critical and dynamic position that necessitates both implicit and embodied experience aspects of "knowing, being, feeling, and behaving" (Goodfellow, 2001). As a result, the duties and tasks of early childhood educators are broad and diverse, making it difficult to determine the desired characteristics, skills, and abilities.

Furthermore, early childhood educators have a long history of undervaluing their own 'professional identities,' possibly due to a lack of self-esteem or self-confidence that is required to develop the high degree of insightful and informed practice that is inherent in the profession (Moyles, 2001).

However, educators have been more outspoken and responsive to external constructs of professionalism in recent years, objectively examining and commenting on how they are placed within public/policy contexts and finding opportunities to build their own professional identities (Osgood, 2004).



Figure 12: Mrs. Estri Ritah Indriwati, S.Pd.I. (outstanding RA teacher 2) is introducing some outdoor games to students to play orderly and take turns to fill the break time (on February 6, 2019).

4.2. Carry out assessment of learning outcomes in the learning process.

Some activities that need to be carried out by the teacher in assessing student achievement during learning are 1) Assessment at the beginning (pre-test) of the learning process, intended for RA teachers to excel in being able to recognize the readiness of students towards teaching materials or materials that have been delivered, the results will be used to establish teaching strategies. 2) Assessment of the learning process to get feedback on the objectives achieved. 3) Assessment at the end (post-test) of the learning process to understand students' achievement of the stated goals.

This is consistent with what was expressed by Sri Ngadiyati that assessment or diagnosis was carried out in several phrases, namely: 1) at the beginning of the instructional process, 2) during the teaching process, and 3) in the end (Interview with Gupres1, Mrs. Sri Ngadiyati, on February 6, 2019).

Authentic early childhood assessment research has traditionally been called teacher observations of children in natural environments. However, when paired with externally imposed expectations defining optimal child results, it has taken on a different definition. The culture of success evaluation or ongoing quality assurance of early childhood services includes children assessment (Kim, 2018).

As best practices professional development are incorporated into early childhood education studies and strategies for improving teacher performance through behavioral supports are applied and tracked, thoughtful conversations and focused research trials to explore these factors would be extremely helpful. Such conversations and related analyses would be important for fellow researchers whose main goal is to establish evidence-based treatments for children and families, but who need to incorporate clinical development models to improve the fidelity of their intervention implementations. Similarly, such research would be very valuable. Similarly, findings like this would be very useful to the

early childhood practice and policy groups, which need the conversion of results into evidence-based exemplars for better practice. Such translation is, in reality, the primary aim (Sheridan et al., 2009).

5 CONCLUSION

Achieving Islamic Kindergarten (RA) teachers in Yogyakarta Indonesia always try to hone and control themselves by participating in quality teacher competitions to monitor their professional conditions and performance, which incidentally is an RA teacher who is still competent with current conditions. From the description of the performance of RA teachers who excel in Yogyakarta above, it can be concluded that performance comes from work performance, that is, the actual performance obtained by a person (actual performance or work performance) is a product or functions to generate encouragement or motivation, role perceptions, and skills. This includes the quality and quantity achieved by a teacher to carry out tasks in accordance with their responsibilities. Quality teacher performance can be seen from that the teacher always has the idea of realizing student interests, supporting the best possible relationship with students, implementing, and developing, upholding religious, scientific, and cultural values.

Teacher achievement which is the success and competence of outstanding RA teachers has superior abilities compared to other teachers and has excellent performance outside the national level. So that they can carry out learning tasks that are indicated by the dimensions: 1) the ability to compile lesson plans, 2) carry out learning, 3) carry out interpersonal relationships, 4) the ability to assess or assess learning outcomes, and 5) carry out enrichment and improvement programs. RA teachers who excel are those who have strong scientific insight, understand learning, have broad social insight, have a positive attitude towards their work, and show work performance in accordance with the required performance criteria. Teacher performance is the success and ability of the teacher in carrying out various learning tasks.

Several aspects of RA teacher performance in the superior learning process are: 1) Using methods, tools, or media, and learning materials, 2) Encouraging and optimizing student participation, 3) Managing procedures, in learning procedures, 4) Carrying out the assessment learning process learning outcomes between goals. In addition, RA teachers also have extraordinary performance in measuring their performance, namely tasks related to the learning process and tasks related to structuring and planning learning assignments.

Referring to these two tasks, there are three main criteria related to teacher performance, namely the process, teacher characteristics, and results or products (changes in student attitudes, even leading to achievement). There are two important strategies that are implemented to develop teacher performance achievement, training, and performance motivation. This training is used to deal with low teacher competence, while encouraging low performance to overcome low moral or moral levels. The intensity of using the two strategies depends on the teacher's own condition, if necessary, both can be done simultaneously.

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