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ECE Educator Performance: Teaching Experience and Peer Teaching Ability through Basic Tiered Training

Imbarsari Soffianningrum¹

Yufiarti²

Elindra Yetti³

Universitas Negeri Jakarta, Indonesia^{1,2,3}

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ABSTRACT: Teacher performance has been the focus of educational policy reforms in recent decades for the professional development of teachers. The purpose of this study was to determine the effect of teaching experience and peer teaching skills on basic training on ECE teacher performance. This research uses ex-post facto quantitative method of comparative analysis and design by level. The population is all ECE teachers who attend basic-level education and training in Tangerang Regency, totaling 3358 people consisting of 116 male teachers and 3,242 female teachers. Data collection techniques using a questionnaire with data analysis include descriptive analysis. Requirements test analysis and inferential analysis. The results show that there are differences in the performance of ECE teachers between teachers with more than five years of teaching experience and less than five years, in the group of ECE teachers with high peer teaching skills and low peer teaching skills. The implication of this research is that it is hoped that various parties will become more active in aligning ECE teacher training so that it can improve the performance of ECE teachers.

Keywords: teaching experience, peer teaching ability, tiered basic training, ECE teacher performance.

¹ Corresponding Author:
Early Childhood Education Magister Program
Universitas Negeri Jakarta
Email: Imbarsari.dola@gmail.com

1 INTRODUCTION

Teachers and education personnel are one of the main components to the success of the world of education, because the role of teachers is important in efforts to improve the quality of education. Professional and pedagogical competencies are the basic aspects of teaching and learning to be effective during the teaching and learning process. One of the government's strategies to improve the service and quality of education, including the quality of educators and education personnel is to allocate a national education budget of 20% of the State Revenue and Expenditure Budget (APBN) with the aim to improve teacher performance and welfare. Although this condition has been running for more than five years, efforts to improve teacher performance have not achieved maximum results, so more intensive research is needed in an effort to formulate strategies to improve performance (Ramadoni et al., 2016).

A survey on two unstructured questions and an open semi-structured question as a data collection instrument was conducted with a third-year sample population of teachers to determine negative and positive experiences during peer teaching practices. Evident from the finding that the most prominent experience of the teacher concerned is the support system offered by the supervisor. The findings led the researchers to make thorough preparations during training before practice (Marais & Meier, 2004). Research shows that teachers who follow peer teaching practice do better than teachers who do not follow to peer teaching before teaching experience (Parihar et al., 2017). Schools that have more teachers with teaching experience over five years achieve results than schools that have more teachers less than five years of teaching experience (Adeyemi, 2008). Thus, teaching experience is a factor that contributes to the ability of a person's work in the task to achieve goals. Recent study findings address professional development of peer teaching towards teacher performance (John P et al., 2016). Supported publication Parsons et al., (2018), teaching practice is part of an educative process toward the disposition of teacher performance that is easily explained and measured.

The main priority direction of the Indonesian government's policy is to improve the performance of ECE teachers so that it is expected to provide substantial benefits in learning learners (OECD, 2005). Teacher performance has been the focus of education policy reforms in recent decades, evidenced by numerous studies on comparing low teacher performance and high teacher performance (Toch & Rothman, 2008; Donaldson, 2009); Weisberg et al., 2009). In fact, recent research explores critically and theoretically the disposition of teacher performance (orientation towards performance), highlighting teacher representation in education policy and standardized document in several OECD countries: Australia, the United States and the United Kingdom (Skourdumbis, 2018). Furthermore, other facts reveal the tendency of teachers to evaluate others, but very rarely evaluate themselves so that the assumptions that arise are always negative, for example, related to cooperation, honesty, and teachers lack a proactive attitude, thus impacting the emergence of a negative attitude towards the completion of work.

Associated with existing facts, there have been several previous relevant studies, but no studies have been found that link the three variables (teaching experience, peer teaching ability and teacher performance) together. Therefore, the research conducted will dig deeper into these variables to provide their own explanations and meanings in adding to the characteristics of research literature and subsequent publications, especially in the field of ECE disciplines. Thus, a study is needed to determine the performance of ECE teachers and the variables that influence it, namely teaching experience and peer-teaching abilities at the basic level tiered education and training.

2 THEORITICAL STUDY

2.1 *Teaching Experience*

Pre-teaching practice prepares prospective teachers through teaching practices that have an important role to gain previous experience teaching. Teaching experience in this case is the working period during becoming a teacher. The length of work as a teacher will provide a different experience between one teacher and another. Teaching experience is the working period of the teacher in carrying out duties as an educator in a particular educational unit in accordance with the letter of duty from the competent institution (Mansur, 2007). Suyatno et al., (2008) mentioning teaching experience is the working period of teachers in carrying out duties as educators in certain educational units in accordance with the letter of duty from the proficient institution (can be from the government, and / or community groups of education organizers). The teacher's lack of experience with play-based learning and the need to change mindsets have an impact on the teacher's experience (Meilanie & Syamsiatin, 2020). The stage of teacher development is seen from the teacher's experience in undergoing a career in accordance with the dimension of time or length of teaching (Katz & Raths, 1985). Thus, it can be synthesized that the teaching experience is everything that has been traversed by the teacher in carrying out his duties as an educator in school, which is related to a certain period reviewed from the length of the teacher's working life from the beginning of teaching.

As it is known, teacher evaluation is also an important component in teacher performance assessment. According to research Morgan et al., (2014), The performance or effectiveness of teachers has been very stable over the past few years. It's no surprise that increased attention continues to be given through valid and reliable data to measure teacher performance. That way, one element of the problem studied in this is about the quality of teacher performance in improving the quality of education. Teacher performance is influenced by various factors, one of which is teaching experience. Research that reveals the National Council's reasons for urging educators to integrate technology with teaching experience to improve teacher performance (Frye et al., 2010). Advantages and disadvantages in teacher performance regarding content and pedagogical knowledge are the most basic steps of the effectiveness of a teacher's teaching ability.

2.2 *Peer Teaching Ability*

Peer teaching is a topic that was originally popular in the field of medical science literature. It is now widely used in the field of education. Peer teaching as a multifaceted method shows several benefits. On broader level peers teaching as a philosophy of medical education that has historical roots but is aligned with the thought in the process of learning to teach medical education (ten Cate, 2017). Peer teaching is a teaching model that has proven to be an effective approach to learning (Campolo et al., 2013).

The results of the research prove that peer teaching activities in the form of subject matter and knowledge of pedagogical, content, and effective in its implementation. Peer teaching is also reinforced by facilitators, reflections, and feedback influenced by personal and interpersonal factors. According to (Thurlings & den Brok, 2018), The main contribution of this realistic synthesis is the practical implications in the development of learning activities for school leaders and teachers. Peer teaching in addition to being known as peer learning, also called peer tutorials (Nguyen, 2013). In view Vasay (2010), peer teaching-learning model is a technique that can help learners to understand a variety of different concepts, develop computational skills and moral, social and emotional values, especially the ability to express ideas. The peer teaching-learning model provides an opportunity for tutors to acquire new knowledge and skills (Rees et al., 2016), how to learn fun in the learning process (Lim, 2014).

Latest research Pillay and Laeequddin (2019), peer teaching contributes to developing critical thinking, complex problem solving, leadership, negotiation, collaboration and communication skills in the process. Professional collaboration can be a solid foundation in innovative teaching practices. On average in the OECD, teachers who engage in expert collaboration are reported to tend to perform more effective teaching practices and cognitive activation-based practices such as education and other training (Fraser & Fülöp, 2018). There Are 26 other training programs developing countries developing countries, and their development has been rigorously evaluated to date (Popova et al., 2018). Thus, it can be synthesized that peer teaching ability is the ability of teachers in conducting learning approaches with peers who act as teachers and learners to help the learning process. In the same classroom peer teaching ability level by paying attention to aspects of success seen from motivating indicators, competent, mastering learning materials, developing skills, and being open to new things in a meaningful and effective way.

2.3 *Basic Tiered Training*

International Teaching Practicum (ITP) is a platform that provides experience and opportunities for pre-position teachers to grow both personally and professionally in the teaching profession. ITP is a collaboration program between three universities: one in Malaysia, one in Brunei Darussalam and one in Indonesia, through qualitative research design with 13 PST (Pre-service Science Teachers) majoring in Science Education in Indonesia, Malaysia and Brunei that investigate learning and facilitation during the ITP process. So, the findings show that teachers who have followed ITP are more creative

and innovative. Teachers are more confident and promote substantial development in communication skills. The implications of these findings are in improving the professional experience (Ahmad et al., 2019).

Another study explains the professional preparation and performance of preschool teachers in public and private schools in Cebu City by designing the Preschool Training Program. The research also revealed that preschool teachers had less adequate teaching experience than private preschool teachers to have better teaching experience (Andrin et al., 2017). Pre-teaching practice prepares prospective teachers through teaching practices that have an important role to gain experience before teaching. Teacher training in teaching skills is a major challenge in educational programs. Research shows that experienced teachers tend to be better able to control the classroom, from when teachers interact with students to make decisions (Ünal & Unal, 2012). This study recommends the need for changes in teacher education and training programs, such as program revision, classroom management training, integrated with other classes, teaching research-based curriculum, helping pre-employment teachers focus and motivate during field work.

Thus, it is very reasonable if the Ministry of Education and Culture rolls out the policy of implementing structured and sustainable training called TT, namely Basic Level and advanced Level. With the implementation of the TT, it is hoped that ECE teachers will be able to better understand and utilize what is obtained during the TT, to increase their competence in doing learning in ECE. Tiered training is intended to prepare competent teachers as ECE teachers and is carried out continuously and tiered. Basic-level training is intended to prepare ECE teachers as caregivers with minimal competence. The training scheme is carried out face-to-face as much as 50 JPL (five days) and independent tasks as much as 200 JPL, with a duration of between 1 to two months depending on the frequency of teachers in performing independent tasks in each ECE unit. In a face-to-face scheme, various methods or approaches are used, one of which peer teaching. So that for the effectiveness of formed groups, one group consists of 8 to 10 people. Usually, the implementation of basic training amounts to 40 to 50 participants.

2.4 *ECE Teacher Performance*

Evaluation of teacher performance is a continuous, routine and mandatory exercise in an educational setting (Bichi, 2019). Teacher performance refers to the formal process of re-viewing the teacher's performance and level of effectiveness in the classroom by providing feedback to teachers and guiding the teacher's professional development (Sawchuk, 2015). Individual performance is a measure of relevant outcomes in a work environment referring to how a person can perform well at his or her job (Fogaça et al., 2018). Mulyasa (2013) adds to a person's performance shown in his appearance, deeds, and work performance as an accumulation of his competence. Furthermore, performance is something accomplished, a person's demonstrated achievement, or a person's employability to do learning (Heryati & Rusdiana, 2015).

In the world of education, many schools and universities now practice the use of an integrated form or teacher performance evaluation approach (Sawchuk, 2015). In some institutions in Nigeria, teacher performance assessments are obtained from peer assessments and supervisory devices and assessments of learners. According to (Noelke & Horn, 2010), Teacher's performance assessment is used to provide feedback to teachers and guide professional development useful, fair and helpful for teacher development. Performance Assessment for California Teachers (PACT) is an authentic tool for evaluating prospective teachers by examining teachers' abilities to plan, teach, assess, and reflect on instruction during class practice. PACT measures and develops teacher effectiveness and the validity of providing information in achieving goals (Darling-Hammond, 2011). In the United States, we write five key statements about what teachers know and are capable of doing (Clearinghouse, 2018). In the UK teacher performance, standards consist of two categories namely; Personal teaching and professional behavior (McFarland et al., 2018). The professionalism of a teacher is not only measured by being able to function as himself as an educator, but able to develop his competence in teaching in Indonesia in accordance with the demands of the times and national goals so that the professionalism of a teacher will emerge through performance (Nasrun & Ambarita, 2017). In more than 40 U.S. states, ECE teachers are required to complete an edTPA to receive certification and enter the teacher profession as described in the American Association of Colleges (Michael Luna, 2016).

Much of the cutting-edge literature using teacher performance measures is focused on human-resource policies such as selective retention policies (Hanushek (2011); Springer et al., (2016); Staiger & Rockoff (2010); Winters & Cowen (2013). Specific policies of teacher performance are framed in knowledge and preparation. Teachers 'know to', 'plan, execute', 'create, nurture' and 'get involved' (Armytage, 2018). Thus, it can be synthesized that teacher performance is a performance or the result of an activity reviewed from aspects of pedagogical proficiency, personality prowess, social prowess, and professional prowess.

3 METHOD

The purpose of this study is to obtain data from valid and reliable information related to the influence of teaching experience and peer teaching skills on basic training on the performance of ECE teachers. It is an ex-post facto quantitative research using comparative analysis and design by level, for more details, here's design by level.

Table 1. Design by Level Table

	<i>Teaching Experience</i>	<i>A₁</i> > 5 Years (Old Experience)	<i>A₂</i> < 5 Years (New experience)
<i>Peerteaching Ability</i>			
<i>B₁ (High)</i>		<i>A₁ B₁</i>	<i>A₂ B₁</i>
<i>B₂ (Low)</i>		<i>A₁ B₂</i>	<i>A₂ B₂</i>

The research site was carried out in Tangerang regency, Banten province. The research population is all ECE/kindergarten teachers who participated in basic-level training in

Tangerang Regency, which amounted to 3358 people consisting of 116 male teachers and 3242 female teachers. The sample withdrawal technique used is a cluster random sampling (random group), which is a sub-district group and continued with a random group of training organizers. The next stage is to place individual samples of selected groups on each cell characteristic, including teaching experience and peer teaching abilities. The sub-district group is in Tangerang Regency, which consists of 29 sub-districts and attracts Cikupa District, Panongan District, Tiga Raksa District and Curug District.

3.1 Data Collection

Data collection techniques used as the instruments, variable Y (Teacher Performance) uses questionnaires, while variable X1 (Teaching Experience) uses self-biodata and variable X2 (Peer teaching Ability) uses questionnaires. To find out the validity is done by studying each item as a supporting material prepared such as rubric, instrument, and validation sheet. The review is carried out to find the validity of the contents by asking for expert judgment who has competence in their fields to assess the accuracy of the contents of the items. Validation of the content involves two experts / experts who are in accordance with the field. The relevance of the two Gregory experts provides a method of determining the validity of the overall content based on the judgments of experts, namely the coefficient of validity of the contents (see table 1). To use Gregory's formula, use two experts to evaluate the test items using a scale of four.

Table 1. Judgements of experts Gregory

		Expert Judgement 1	
		Weak Relevance Score (1-2)	Strong Relevance Score (3-4)
Expert Judgement 2	Weak Relevance Score (1-2)	A	B
	Strong Relevance Score (3-4)	C	D

The criteria of an instrument are worth using if the result of the coefficient of validity of the content has strong relevance. Instruments that have a validity of >0.75 can be stated that the results of measurements or interventions carried out by both experts are valid. Furthermore, the analysis used includes descriptive analysis, analysis of requirements' tests and inferential analysis. Data normality testing uses Lilliefors test. While the homogeneity test of the data to find out whether the research data that has been collected comes from a homogeneous population using the Bartlett test. With the test of normality and homogeneity of research data, the requirements for variance analysis (ANAVA) have been met. Hypothesis testing uses two-way variance analysis (ANAVA). After data analysis using the variance analysis approach (ANAVA) and continued with the Tukey test.

4 RESULT AND DISCUSSION

4.1 Result

There is a Summary of Research Results shown in table 2.

Table 2. Summary of Research Results

Peer teaching	Teaching Experience			
	New Teaching (> 5 Years)		Old Teaching (≤5 Years)	
High	n=	13	n=	13
	$\sum X=$	1107	$\sum X=$	1065
	$\sum X^2=$	94295	$\sum X^2=$	87269
	$\bar{X} =$	85,15	$\bar{X}_r =$	81,92
	S =	1,57	S =	1,32
Low	n=	13	n=	13
	$\sum X=$	1078	$\sum X=$	1068
	$\sum X^2=$	89412	$\sum X^2=$	87770
	$\bar{X} =$	82,92	$\bar{X} =$	82,15
	S =	1,32	S =	1,57

Data on teaching experience of more than 5 years during Basic Level Training in Tangerang. Overall, there were 46 job training. The details are seen in the frequency distribution (see figure 1).

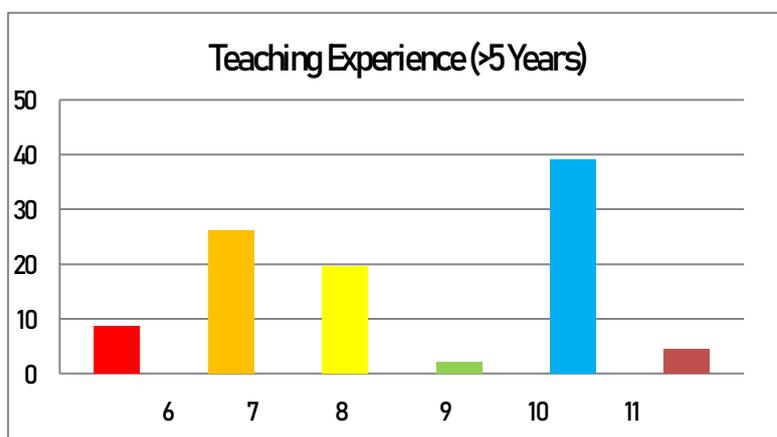


Figure 1. Histogram of New Teaching Experience (> 5 Years)

Data on teaching experience is less than 5 years during Basic Level Training in Tangerang Regency. Overall, the number of respondents during job training as many as 34 people (see figure 2).

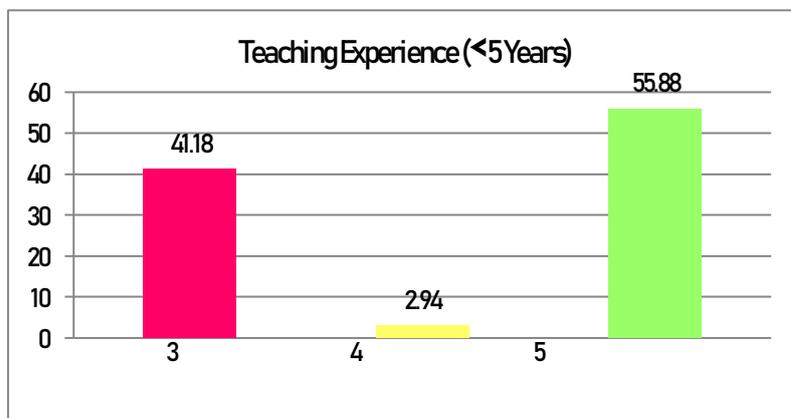


Figure 2. Histogram of Old Teaching Experience (< 5 Years)

Overall teaching experience is less than 5 years during job training is as many as 34 people. Based on the results of the data calculation, minimum value of 62, maximum value of 89, mean of 74.62, median of 75.00, standard deviation of 5,631, and variance of 31,709 (see figure 3).

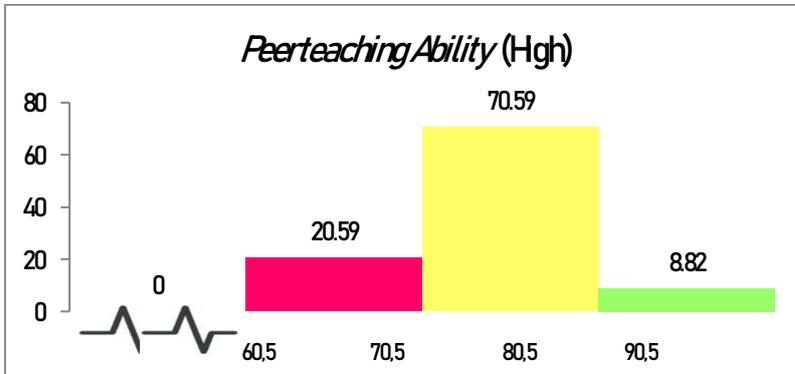


Figure 3. Histogram of *Peer teaching Ability High*

Overall teaching experience of more than 5 years during job training is 46 people. A minimum value of 62, maximum value of 85, mean of 75.65, median of 76.12, standard deviation of 5,226, and variance of 27,307 (see figure 4)

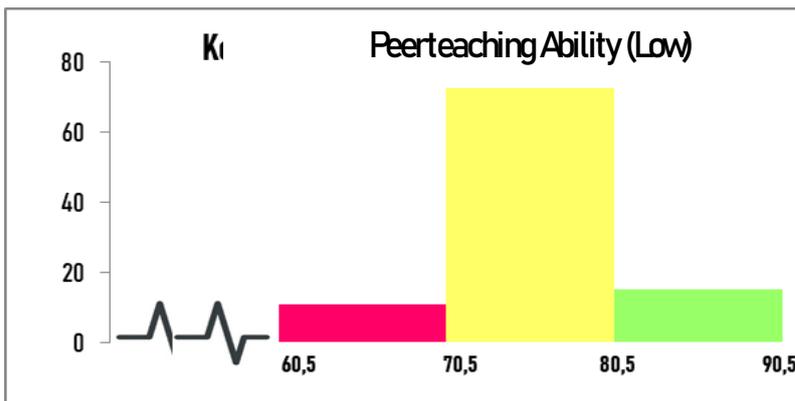


Figure 4. Histogram of *Peer teaching Ability Low*

Overall teaching experience of more than 5 years during job training as many as 46 people. Based on the results of the calculation, obtained minimum value of 70, maximum value of 90, mean of 75.00, median of 70.00, standard deviation of 6,912, and variance of 47,778 (see figure 5)

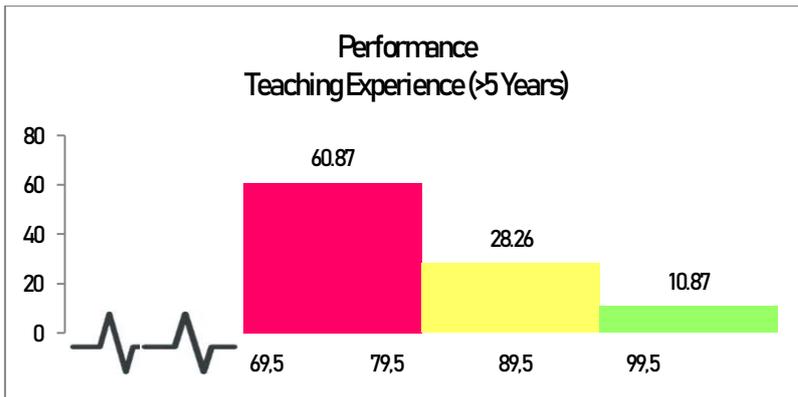


Figure 5. Histogram of Teaching Experience Performance (> 5 Years)

Overall teaching experience is less than 5 years during job training as many as 34 people. A minimum value of 70, maximum value of 90, mean of 76.76, median of 70.00, standard deviation of 8,061 and variance of 64,973 (see figure 6).

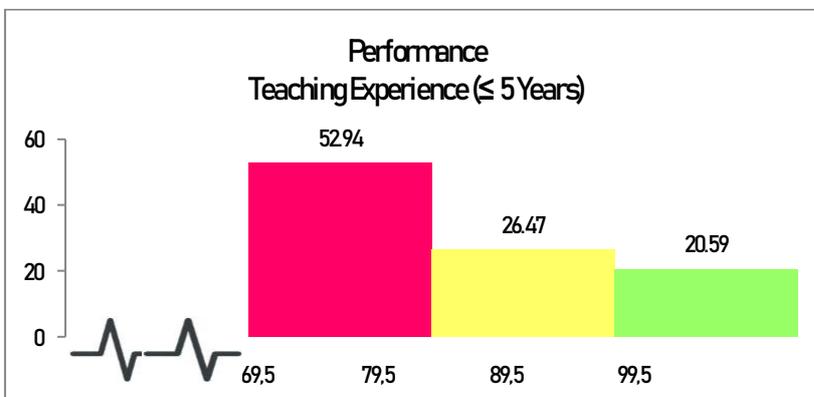


Figure 6. Histogram of Teaching Experience Performance (≤ 5 Years)

Overall, there is a significant interaction between teaching experience and peer teaching ability to the performance of ECE teachers (see figure 7).

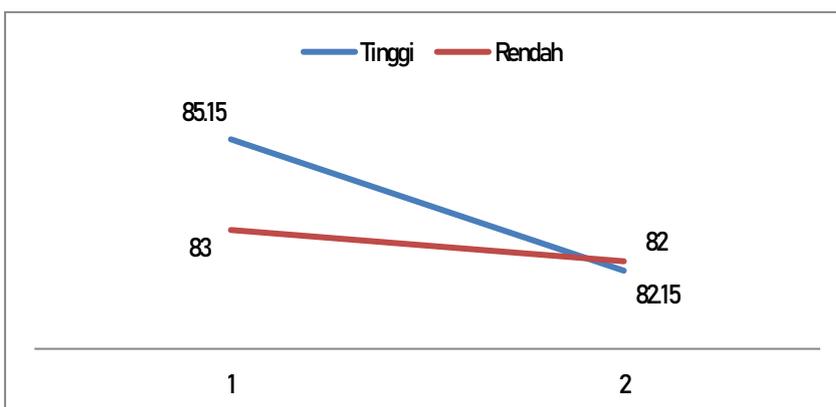


Figure 7. Interaction between Teaching Experience and peer teaching ability on the Performance of ECE Teachers

A summary of the results of further tests can be seen in the table 3.

Table 3. Summary of the Results of the Tukey Test Calculations Scores the Results of ECE Teacher Performance. at a level $\alpha = 0,05$

Compared Group Pair	Q _{hitung}	0,05	Conclusion
A1 with A2	7,02	5,73	Significant
A1B1 with A2B1	11,34	5,17	Significant
A1B2 with A2B2	2,36	5,17	Not Significant

4.2 Discussion

4.2.1 Differences in ECE Teacher Performance Based on Teaching Experience

Based on the results of calculation analysis (ANOVA) at a significant level $\alpha = 0.05$ obtained p-value (sig) = 0.000; Thus, there is a difference five years and ≤ 5 years so that it can be concluded that overall, there is a significant influence between the performance of ECE teachers and the length of teaching. This shows that the results of ECE teacher performance among ECE teachers who have more than five years of teaching experience are higher than their teaching experience of five than five years. The teacher's experience in undergoing his career is divided according to 5 the dimension of time or length of teaching. Long teaching becomes one of the criteria in the professional development of a teacher (Katz & Raths, 1985). In addition, experienced teachers tend to be better able to Raths, the classroom, starting when interacting with learners to making decisions (Ünal & Unal, 2012).

Teacher performance can be interpreted as a condition that shows the ability of a teacher in carrying out his tug as and describes the existence of an action displayed by the teacher in or during learning. Research Adeyemi (2008) t proves that schools have more teachers activities and teaching experience over five years better than schools that have teachers with less than five years of teaching experience. Regarding teachers with longer teaching experience tends to have competence in carrying out tasks given to him in terms of proficiency, experience and earnestness and use of time. The performance of teachers in the teaching and learning process is greatly influenced by their abilities, in addition to their work environment factors (Kurniawan et al., 2019).

4.2.2 There is an Interaction Effect between Teaching Experience and Peer teaching Ability on ECE Teacher Performance

Based on the summary of the results of calculation analysis (ANOVA) at a significant level $\alpha = 0.05$ obtained p-value (sig) = 0.015; Thus sig $< \alpha$ or H_0 is rejected. It can be interpreted that overall, there is a meaningful interaction between teaching experience and peer teaching ability to the performance of ECE teachers. A major contribution of this synthesis is the implications in the development of learning activities for school leaders and teachers (Thurlings & den Brok, 2018). Teaching practices are part of the educative process towards the disposition of teacher performance (Parsons et al., 2018). Some things that need to be done in peer teaching activities are mastering basic teaching skills consisting of eight things, namely asking skills, skills to manage classes and foster discipline, skills to provide a stimulus in a variety, skills to provide reinforcement, explaining skills, meeting opening skills, teaching skills in groups, skills to develop thinking patterns, and teaching skills individually. These eight skills can be mastered well

by a teacher by practicing a lot in a variety of different classroom situations. Therefore, this study establishes that peer teaching is very useful and effective (Manchishi & Mwanza, 2016), make the teaching experience better (Campolo et al., 2013). Thus, teaching experience and peer teaching abilities contribute positively to teacher performance.

4.2.3 ECE Teacher Performance between Teachers with more than 5 Years of Teaching Experience and Less than 5 Years in the Group of ECE Teachers with High Peer teaching Abilities

Based Based on a summary of research data, the results of teaching experience of more than five years with high peer teaching ability ($= 85.15$ and $s = 1.57$) are higher than teaching experience of less than five years with high peer teaching ability ($= 81.92$ and $s = 1.32$). This means the hypothesis states that there is a difference in the performance of ECE teachers between teachers with teaching experience of more than five years and less than five years in the ECE teacher group with high peer teaching skills have been tested (Parihar et al., 2017). Teacher training in teaching skills is a major challenge in educational programs. Training activities for teachers are basically an effort to develop the knowledge and skills of teachers so that it is expected that teachers can gain a competitive advantage and provide the best service. The task carried out by the teacher will be carried properly if the teacher is given trainings as an effort to improve his ability to carry each of his teaching tasks. Research proves several study findings addressing peer teaching professional development in teacher performance (John P. et al., 2016).

4.2.4 Differences in ECE Teacher Performance between Teachers with more than 5 Years of Teaching Experience and those with less than 5 Years in the Group of ECE Teachers with low Peer teaching Abilities.

Furthermore, the results of the data calculation showed the performance of teachers with peer teaching practices performed better than teachers who did not follow peer teaching before teaching experience (Parihar et al., 2017). The research data obtained describes Q_{hitung} (Q_h) = 2.36 smaller than $Q_{tabel} = 5.17$ or $Q_{hitung} < Q_{tabel}$ at a significant level $\alpha 0.05$. Thus, the null hypothesis (H_0) was accepted, and the alternative hypothesis (H_1) was rejected, meaning that there was no difference in the performance of ECE teachers with more than 5 years of teaching experience ($=82.92$ and $s=1.32$) lower than the group of less than 5 years in the ECE teacher group with low peer teaching ability ($=82.15$ and $s=1.57$).

The results prove that the peer teaching-learning model provides an opportunity for tutors to acquire new knowledge and skills (Rees et al., 2016). The peer teaching model contributes to develop critical thinking, complex problem solving, leadership, negotiation, communication skills in processes, as well as collaboration (Pillay & Laeequddin, 2019). Professional collaboration can be a solid foundation in innovative and effective teaching practices. Peer teaching is the easiest and right solution in facing obstacles in learning, especially in schools whose educator competence has not been optimal (Kavanoz & Yüksel, 2015). Peer teaching contributes to helping teachers

improve the teaching experience to be reflective and develop evaluation skills. Furthermore, peer teaching is also a fun way of learning in the learning process (Lim, 2014).

5 CONCLUSION

Based on the results of data analysis, hypothesis testing results and the results of research discussions that have been obtained there is overall interaction between teaching experience and peer teaching ability in participating in basic-level training on ECE teacher performance. The difference in ECE teacher performance between teachers with teaching experience of more than five years and less than five years in ECE teacher groups with peer teaching skills high and low. Therefore, it is expected that peer teaching practices are performed better than teachers who do not follow to peer teaching before teaching experience. In addition, it is expected that researchers will be able to develop other variables that can affect the performance of ECE teachers.

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