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# The Effectiveness of Guide Books to Improve Teachers' Competency in Teaching Gorontalo Local Language Learning for Early Childhood

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**Abstract:- Gorontalo local language learning for early childhood is one of the ways to preserve the local language of the Gorontalo region as one of the regional cultural treasures of Gorontalo. Because of the unique characteristics of early childhood, the local language learning in early childhood needs to be carried out by competent teachers. The second phase of research has produced some guidebooks for Gorontalo local language learning for early childhood, which consists of four books, namely: (1) book 1: Gorontalo Local Language Learning Program for Early Childhood, (2) book 2: Teacher's Handbook, (3) book 3: Teaching Material, and (4) book 4: Evaluation Guidebook. This third phase research was conducted to examine the effectiveness of the guide in improving the competency of teachers of Early Childhood Education to carry out Gorontalo regional language learning for early childhood. The test uses a quasi-experimental method with one group pre-test and post-test design. Data was collected using test techniques. Data analysis was carried out using the t-test. Based on the results of data analysis, the value of t-score obtained was 6.7366, and from the t Distribution Table at the 5% significance level, it was obtained that $t_{0.975}$ (19) = 2.0930. It shows that the $t_{score}$ value is greater than $t_{table}$, so, it can be concluded that the null hypothesis $H_0$ is rejected and the $H_1$ is accepted. It means that there is an influence of guidebooks on teacher's competency in implementing Gorontalo local language learning for early childhood. In other words, the guidebooks for the Gorontalo local language learning that has been developed has proven its effectiveness in improving teacher competency in carrying out Gorontalo local language learning for early childhood**.

*Keyword:- Handbook, Competency.*

## I. INTRODUCTION

Education in the early age period is a very fundamental education because it will provide a basic framework for shaping and developing the basics of children's knowledge, attitudes, and skills. The success of education in this period will determine the success of education in the future. Experts agree that the development of human capacity will be manageable if it starts from early childhood. It is supported by the results of research in the field of neurology which states that during the first years, the baby's brain develops rapidly by producing neurons that are more than needed. Based on the characteristics of early childhood development, local language learning at an early age is the right thing to do. Based on these thoughts, the Gorontalo local language learning (which is the focus of the study in this study) is very relevant to be implemented since early childhood.

Local language learning for early childhood is one solution to the problem of the low ability of local people to use the Gorontalo language. Because of the unique characteristics of early childhood, the local language learning in early childhood needs to be carried out by competent teachers. As an effort to facilitate the ownership of PAUD (Early Childhood Education) teachers competency in carrying out Gorontalo local language learning for early childhood, in phase 1 and phase 2 studies of Gorontalo local language learning for early childhood guidebooks have been developed, consisting of: (1) book 1: learning program, (2) book 2: teacher's handbook, (3) book 3: teaching material, and (4) book 4: evaluation handbook.

The formulation of the problem in this study is "whether the Gorontalo local language learning guidebooks can improve the competency of PAUD teachers to carry out Gorontalo local language learning for early childhood?" This third phase research was conducted to examine the effectiveness of the guide in improving the competency of teachers of Early Childhood Education to carry out Gorontalo regional language learning for early childhood.

## II. THEORETICAL REVIEW

Children are the next generation of families and nations. Therefore children at an early age are a precious nation's investment. Early age is a sensitive period that is very important for children's education. During this time the forging can provide long-lasting traces. This condition provides an opportunity to teach various knowledge and skills in early childhood, including language skills.

All children born carry the creative potential of language (Fakhruddin, 2010;109), as stated by Chaer (2003; 243) that children are in a sensitive period where they quickly learn the language. As said by Howard Gardner since the 1980s (Yusuf and Nurihsan, 2011; 227) that every human being has multiple intelligences, one of which is language intelligence (linguistic intelligence). This intelligence facilitates them in language learning. According to Clark (1983), at the end of the early age, the average child has scored more than 14,000 vocabularies (Suyadi, 2009; 193).

Early Childhood Education (PAUD) is a form of educational services for children that serves to help lay the foundations towards the development of attitudes, knowledge, and skills. This ability is needed by children at an early age in adjusting to their environment, for further growth and development until they are ready to enter elementary school (Nasir, 2002: 45). The learning process in early childhood should be carried out with the aim of providing a fundamental concept that has meaning for children through a real experience that shows activity and curiosity optimally (Semiawan, 2002: 19). Such learning processes are also needed in teaching local languages for early childhood.

The implementation of local language learning for early childhood is also determined by the competency of educators/teachers. A definite learning program will not be adequately actualized without the support of competent teachers. Burke (2005:18) defines "*competency is the areas of knowledge, ability, and skill that increase an individual's effectiveness with the world.*" It means that competency includes the fields of knowledge, abilities, and skills that increase the effectiveness of a person in their work field. Competency is defined as ability, authority, and power. (Goleman, 1999: 353). The definition of competency in the Indonesian dictionary is often interpreted as ability.

The teachers of PAUD/TK/RA competency standards have been regulated in Minister of Education and Culture Regulation number 16 of 2007 concerning Academic Qualification Standards and Teacher Competency, including pedagogic competency, personality competency, social competency, and professional competency. These competencys are:

*A. PedagogicCompetency. This competency consists of:*
- Mastering the characteristics of students from the physical, moral, social, cultural, emotional and intellectual aspects, including sub-competency: (1) Identify the potential of students in the age of TK (Kindergarten)/PAUD in various fields of development. (2) Identify the initial abilities of students in the period of TK/PAUD in multiple areas of development. (3) Identify the challenges of students in the age of TK/PAUD in various fields of development.
- Mastering learning theory and teaching-learning principles, which include sub-competency: (1) Understand various learning theories and principles of playing while learning which is related to various fields of development in TK/PAUD. (2) Apply multiple approaches, strategies, methods, and techniques to play while learning that are holistic, authentic, and meaningful, which are related to various fields of development in TK/PAUD.
- Develop a curriculum related to the field of development that is taught, which includes sub-competency: (1) Understand the principles of curriculum development. (2) Determine the purpose of developing educational activities. (3) Determine appropriate learning while playing activities to achieve development goals. (4) Select

material for development activities that educate namely playing while learning activities in accordance with the objectives of development. (5) Prepare semester, weekly, and daily planning in various development activities in TK / PAUD. (6) Develop assessment indicators and instruments.
- Organizing educational development activities, which include sub-competency: (1) Understanding the principles of designing development activities that are educational and fun. (2) Develop components of the design of development activities that are educational and complete, both for activities in the classroom and outside the classroom. (3) Develop a comprehensive educational development design plan, both for activities in the classroom, and outside the classroom. (4) Apply playing activities that are holistic, authentic, and meaningful. (5) Create a playful, inclusive and democratic atmosphere. (6) Utilize media and learning resources that are appropriate to the approach of playing while learning. (7) Implement the stages of children's play in development activities in TK / PAUD. (8) Take transactional decisions in development activities in TK / PAUD relevant to the developing situation. (9) Apply playing activities that are holistic, authentic, and meaningful. (10) Create a playful, inclusive and democratic atmosphere. (11) Utilizing media and learning resources that are appropriate to the approach of playing while learning. (12) Apply the stages of children's play in development activities in TK/PAUD. (13) Take transactional decisions in development activities in TK/PAUD related to the developing situation.
- Utilize information and communication technology to organize educational development activities, which include sub-competency: Utilize information and communication technology to improve the quality of educational development activities.
- Facilitate the development of the potential of students to actualize various potentials, which include sub-competency: Provides a variety of playing activities while learning to encourage students to develop their potential optimally including creativity.
- Communicate effectively, empathetically, and politely with students, which includes sub-competency: (1) Understanding various effective, empathic and polite communication strategies, both orally and in writing. (2) Communicate effectively, empathetically, and politely with students with typical language in the interaction of learning that is built cyclically from: (a) preparing students' psychological conditions, (b) giving questions or assignments as invitations to students to respond, (c) students 'responses, (d) educator's reaction to students' responses and so on.
- Organize assessment and evaluation of learning processes and results, which include sub-competency: (1) Determine the procedure for assessment and evaluation of learning processes and outcomes. (2) Develop an assessment and evaluation instrument for learning processes and outcomes. (3) Analyze the results of the assessment of the process and

learning outcomes for various purposes. (4) Evaluate learning processes and results.

- Utilize the results of assessment and evaluation for the benefit of learning, which includes sub-competency: (1) Use information from the assessment and evaluation results to determine the completeness of learning. (2) Use information from the assessment and evaluation results to design remedial and enrichment programs. (3) Utilizing information on the results of assessment and evaluation of learning to improve the quality of learning.
- Reflective actions to improve the quality of learning: (a) reflecting on the learning that has been carried out, (b) utilizing the results of reflection to enhance and develop five self-development materials, (c) conduct classroom action research to improve the quality of self-development in PAUD.

*B. Personality Competency. This competency consists of*:
- Acting in accordance with Indonesia's national religious, legal, social and cultural norms, which includes competency: (1) Appreciate students without differentiating their beliefs, ethnicities, customs, regions of origin, and gender. (2) Conform to the religious norms adopted, the laws and social norms that apply in diverse national societies and cultures.
- Show yourself as an honest, noble, and exemplary person for students and the community, which includes competency: (1) Being honest, firm and humane. (2) Behavior that reflects pity and noble character. (3) Behavior that can be exemplified by students and members of the surrounding community.
- Showing yourself as a person who is steady, stable, mature, wise, and authoritative, which includes competency: (1) Showing yourself as a steady and stable person. (2) Showing yourself as an adult, wise, and authoritative person.
- Demonstrate work ethic, high responsibility to be a proud educator, and confidence, which includes competency: (1) Demonstrate work ethic and high responsibility. (2) Proud to be an educator and believe in yourself. (3) Working independently in a professional manner.
- Uphold the ethical code of the teaching profession, which includes competency: (1) Understanding the code of ethics of the teaching profession. (2) Implement the code of ethics of the teaching profession. (3) A behavior conformed to the ethical code of the teaching profession.

*C. Social Competency. This competency consists of:*
- Being inclusive, act objectively, and not be discriminatory because of gender considerations, which include competency: (1) Being inclusive and objective towards students, peers and the surrounding environment in carrying out learning. (2) Not being discriminatory towards students, peers, parents of students and the school environment due to differences in religion, ethnicity, gender, family background, and economic status.

- Communicate effectively, empathetically, and politely with fellow educators, education personnel, parents and the community, which includes competency: (1) Communicate with colleagues and other scientific communities politely, empathetically and effectively. (2) Communicate with parents of students and the community in a polite, empathic, and effective manner about learning programs and the progress of students. (3) Include parents of students and the community in teaching programs and in overcoming learning difficulties of students.
- Adapting to places of service throughout the Republic of Indonesia which have socio-cultural diversity, which includes competency: (1) Adapting to the workplace environment to improve effectiveness as an educator, including understanding the local language. (2) Implement various programs in the work environment to develop and improve the quality of education in the area concerned.
- Communicate with the professional community itself and other professions verbally and in writing or other forms, including competency: (1) Communicating with colleagues, the scientific profession, and other scientific communities through various media to improve the quality of education. (2) Communicating the results of learning innovations in the professional community itself verbally and in writing or other forms.

*D. Professional Competency, including:*
- Mastering the material, structure, concepts, and scientific mindset that supports the subject taught, which includes competency: (1) Mastering the basic concepts of mathematics, science, language, social knowledge, religion, art, physical education, health, and nutrition as a means of developing TK/PAUD students. (2) Mastering the use of various game tools to develop physical, cognitive, social-emotional, moral, socio-cultural, and language aspects of kindergarten/early childhood students.
- Mastering the competency standards and basic competency of the subject/field of development being taught, which includes competency: (1) Understanding the abilities of children in TK/PAUD in each field of development. (2) Understand the progress of children in every area of development in TK/PAUD. (3) Understand the purpose of each development activity.
- Develop creative learning material that includes competency: (1) Choosing material for the field of development that is relevant to the level of development of students. (2) Process material in the area of development creatively suitable for the level of students' development.
- Develop professionalism on an ongoing basis by taking reflective actions, which include competency: (1) Reflect on its performance continuously. (2) Utilize the results of reflection to increase professionalism. (3) Conduct class action research to enhance professionalism. (4) Follow the progress of the times by learning from various sources.
- Utilize information and communication technology to communicate and develop themselves, which includes competency: (1) Utilize information and communication

technology in communicating. (2) Utilize information and communication technology for self-development.

Teacher competency in carrying out Gorontalo local language learning for early age children also determines their success in the language they study. In connection with this research, the competency in question are professional competency, which are limited to sub-competency such as mastery of material, structure, concepts, and scientific mindset that support the subjects taught, as well as mastering the competency standards and basic competency of the subject/field of development being taught.

According to Rogers (2004: 58), the success of PAUD educators/teachers emphasizes three main qualities and attitudes, namely: (1) Educators who provide quality services for child development to become a complete person. (2) Making a lesson valuable by accepting children's feelings and personality, and believing that others are fundamentally trustworthy helps create a pleasant atmosphere during learning. Also, (3) Developing an understanding of empathy for educators who are expected to be sensitive, sensitive, in understanding children.

Citing the opinion of Catron and Allen (1999:59) the role of early childhood educators is more as a mentor or facilitator and not merely a transfer of knowledge because science cannot be transferred from PAUD educators to students without student involvement itself. In the learning process, pressure must be placed on the minds of educators. Therefore, it is essential for educators to be able to understand children's thinking, develop and appreciate children's experiences, understand how children deal with a problem, provide material in accordance with the level of cognitive development of children to be more successful in helping children think and shape knowledge, using various learning methods that allow children to construct knowledge actively.

Catron and Allen (1999: 59) argued that educators who are suitable for children have characteristics that are: warmth of heart, sensitivity, adaptability, honesty, sincerity, trait, a comforting nature, accepting individual differences, able to support growth without being too protect, healthy and strong body, life force, feeling of pity / renewal, accepting yourself, stable emotions, confidence, being able to achieve continuously, and can learn from experience.

## III. METHODOLOGY OF RESEARCH

Testing of the effectiveness of the guidebooks in improving teacher competency in carrying out Gorontalo regional language learning for early childhood is conducted through a quasi-experiment, with the design of one group pre-test and post-test as follows:

| Pre-test | Treatment | Post-test |
|---|---|---|
| $X_1$ | T | $X_2$ |

Table 3.1 Research Design

The research subjects consisted of 20 PAUD teachers. Research data was obtained using competency tests, which measure: (1) Teacher's competency in understanding the importance of learning programs in Gorontalo regional language learning for early childhood. (2) Teacher's mastery of Gorontalo regional language learning goals for early childhood. (3) Teacher's mastery of Gorontalo regional language teaching material. (4) Teacher's mastery of Gorontalo regional language learning methods for early childhood. (5) Mastery of teachers on Gorontalo regional language learning media for early childhood. Also, (6) mastering the teacher on the process evaluation techniques and results of Gorontalo regional language learning for early childhood. Data analysis uses the -t-test, with the formula:

$$ t = \frac{X1 - X2}{S \sqrt{\frac{1}{n1} + \frac{1}{n2}}} \quad \text{(Sudjana, 2005:243)} $$

## VI. RESULT AND DISCUSSION

### A. The Result of the Research

Data the result of the research shows:

| | post-test | pre-test | |
|---|---|---|---|
| Mean | 247.05 | 220.8 | |
| Variance | 229.523684 | 398.168421 | |
| Observations | 20 | 20 | |
| Pearson Correlation | 0,5359152 | | |
| Hypothesized Mean Difference | 0 | | |
| df | 19 | | |
| t Stat | 6.73662865 | | $t_{score}$ |
| P(T<=t) one-tail | 9,7353E-07 | | |
| t Critical one-tail | 1,72913281 | | |
| P(T<=t) two-tail | 1,9471E-06 | | |
| t Critical two-tail | 2,09302405 | | $t_{table}$ |

Based on the results of data analysis, the value of t-score obtained was 6.7366, and from the t Distribution Table at the 5% significance level, it was obtained that $t_{0.975}(19) = 2.0930$. The value of $t_{score} > t_{table}$. It means that there is an influence of guidebooks on teacher's competency in implementing Gorontalo local language learning -for early childhood. In other words, the guidebooks for the Gorontalo local language learning that has been developed has proven its effectiveness in improving teacher competency in carrying out Gorontalo local language learning for early childhood.

## VII.    DISCUSSION

Teacher competency also determines the success of the learning process and the learning outcomes of children/students. Therefore, it is necessary to make efforts to improve teacher competency which are held systematically and continuously. To support the achievement of professional competency of PAUD teachers in carrying out Gorontalo local language learning for early childhood, Gorontalo local language learning guides for early childhood have been compiled which consist of parts that are relevant with the competency aspects. The guidebooks include(a) Book 1: Gorontalo local language learning program; developed based on the learning program in PAUD, contains components: Competency Standards, Basic Competency, Themes, Sub-Themes, Activities, Methods, Media and Evaluation, (b) Book 2: Teacher's Handbook; contains a description of learning activities in accordance with the themes and sub-themes, outlining: Themes, Sub Themes, Competency Standards, Competency, Materials, Methods, Media, and Evaluation, (c) Book 3: Teaching material; contains material in accordance with the themes and sub-themes of learning contained in the learning program. Each material is accompanied by pictures that help make it easier for teachers and children to understand the meaning of each word based on themes and sub-themes, (d) Book 4: Evaluation guidebook; describes how to evaluate a child's ability to use Gorontalo local language. The explanation is accompanied by a description of the theme, sub-theme, basic competency, indicators, evaluation procedures, and answer keys.

A guidebook is essential primarily if an activity is carried out by different people who must also have different perceptions and abilities to carry out the activity. A detailed and clear guidebook will make it easier for everyone who uses the guide and will provide the same action in carrying out activities that will lead to achieving the same goals. It does not mean that this developed guidebook will hinder the creativity of its users.

The guidebook for Gorontalo local language learning for early childhood developed through this study has the following characteristics:

- Developed using the principles of learning technology, making it easier for teachers to understand it and then teach it to children. According to Degeng and Miarso (1993) that the use of technology in learning will facilitate learning. If observed, this characteristic makes PAUD teachers easy to learn and use the Gorontalo local language learning guide for early childhood that has been developed.
- Using simple language is clear, concise, solid, and practical so that it is easy to understand and apply by the teacher. The use of long sentences will usually make it difficult for the reader to find the main idea that is expressed, which can lead to errors in comprehension.
- Teaching materials accompanied by pictures corresponds to the words of Gorontalo local language that are taught to

children, which can help readers understand the meaning of these words. The Chinese proverb says that an image speaks more than a thousand words. Images are realistically showing the ideas presented. Someone will quickly understand the concepts presented through pictures, so it does not require a long description.In addition, images can help children to remember for a long time, as stated by Kemp (1985) that images allow students/children to learn messages for a long time. The image used in the Gorontalo local language learning guide for early childhood is an original image in the form of photographs of situations and events, and also original objects. The pictures are also made in a simple composition. According to Sadiman, et al. (1996,29) images suitable for use in learning must meet the requirements of authenticity and simplicity in their structure.

- Equipped with cover designs, letters, and colors, so it is interesting to use. In general, people will be motivated to read books that are artistically designed using interesting letters and colors.

The guidebooks characteristics as explained, which is assumed to make Gorontalo local language learning guide for early childhood can improve the competency of PAUD teachers to carry out learning for early childhood, as has been proven effective through this research. Therefore, it can be concluded that the guidebooks of Gorontalo local language learning for early childhood can be recommended for use by PAUD teachers as guidance to implement Gorontalo local language learning for early childhood.

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