

Evaluating Teacher Effectiveness: A Study on the Performance of Certified and Non-Certified Teachers

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ABSTRACT: This study aims to explore the teaching experiences and methods employed by kindergarten teachers at Nur Ichsany Lepo-Lepo Kendari, as well as the dynamics of early childhood education professional development and training. Utilizing a qualitative approach with five informants, data was collected through in-depth interviews and analyzed using content analysis. The findings indicate that, despite diverse educational backgrounds and teaching experiences, all teachers emphasize the importance of understanding the needs and emotions of young children and utilizing enjoyable teaching methods. Participation in Professional Teacher Education (PTE) and early childhood training has a positive impact on teaching experiences, enhancing competencies and readiness to face learning challenges. Teacher certification elicits varied perspectives, but the majority believe it improves the quality of teaching. The need for teacher professionalism development is acknowledged, and the integration of theory and research supports the foundation of effective teaching strategies. This research provides insights into early childhood education, focusing on teacher experiences and the dynamics of professional education.

Keywords: Early childhood education Teacher effectiveness, teacher certification, teacher performance, Nur Ichsany Lepo-Lepo Kendari Kindergarten

ABSTRAK: Penelitian ini bertujuan untuk mengeksplorasi pengalaman mengajar dan metode yang digunakan oleh guru-guru TK di Nur Ichsany Lepo-Lepo Kendari, serta dinamika pengembangan profesional dan pelatihan pendidikan anak usia dini. Dengan menggunakan pendekatan kualitatif dengan lima informan, data dikumpulkan melalui wawancara mendalam dan dianalisis menggunakan analisis konten. Temuan menunjukkan bahwa, meskipun latar belakang pendidikan dan pengalaman mengajar yang beragam, semua guru menekankan pentingnya memahami kebutuhan dan emosi anak-anak serta menggunakan metode mengajar yang menyenangkan. Partisipasi dalam Pendidikan Profesi Guru (PPG) dan pelatihan anak usia dini berdampak positif pada pengalaman mengajar, meningkatkan kompetensi dan kesiapan menghadapi tantangan pembelajaran. Sertifikasi guru memunculkan perspektif yang beragam, tetapi mayoritas percaya bahwa itu meningkatkan kualitas pengajaran. Kebutuhan akan pengembangan profesionalisme guru diakui, dan integrasi teori dan penelitian mendukung dasar strategi pengajaran yang efektif. Penelitian ini memberikan wawasan tentang pendidikan anak usia dini, berfokus pada pengalaman guru dan dinamika pendidikan profesional.

Kata kunci: Pendidikan anak usia dini, efektivitas guru, sertifikasi guru, kinerja guru, TK Nur Ichsany Lepo-Lepo Kendari.

INTRODUCTION

Early childhood education has a very important role in forming the basis of child development. At Nur Ichsan Lepo-Lepo Kindergarten, the success of the educational process is very dependent on the quality of teacher performance (Dina et al., 2022) . In this context, teacher certification is a factor that influences the quality of teaching (Ardana et al., 2020) . This research aims to evaluate the effectiveness of the performance of certified and non-certified teachers at Nur Ichsan Lepo-Lepo Kindergarten in the context of early childhood education.

In the context of early childhood education, the theory of child development by Piaget and Vygotsky provides a basic understanding that children learn through direct experience and interaction with the surrounding environment. (Fahmi & Ningsih, 2021) . This theory highlights the important role of teachers as facilitators in ensuring learning experiences that are appropriate to children's developmental stages. In the constructivist perspective, children are considered as individuals who are active in the construction of their knowledge and skills, and teachers are expected to be able to create an environment that supports exploration and deep understanding. (Saksono et al., 2023) .

The difference in performance between certified and non-certified teachers provides insight that certified teachers tend to have a deeper understanding of the curriculum. This creates a foundation for understanding that teacher certification can contribute to their pedagogical expertise, which then influences the quality of teaching. Although the results of these studies vary, understanding these differences is important in the context of teacher performance evaluation in kindergarten (Saerang et al., 2023) .

The importance of teacher-child interactions in the context of early childhood education is highlighted by research by Pianta et al . The quality of the relationship between teacher and child is considered to have a significant impact on the child's cognitive and social development. (Hasanah et al., 2022) . Thus, this theoretical basis emphasizes the need for research to pay attention to aspects of interactions and relationships between teachers and children as important elements in measuring the quality of teaching in kindergarten (Huda et al., 2023) .

According to (Saifullah, 2020) Evaluation of teacher performance in kindergarten is crucial. In addition, it highlights the importance of factors such as administrative support, a conducive work environment, and professional development in improving teacher performance.

Kindergarten Nur Ichsan Lepo-Lepo Kendari as an early childhood education institution is expected to pay special attention to the quality of teachers and the influence of certification on their performance. Factual information about the composition of certified and non-certified teachers, their teaching experience, and educational background will provide an important initial picture for this research.

This research combines this theoretical basis with a focus on the Nur Ichsan Lepo-Lepo Kendari Kindergarten, an early childhood education institution which is the

center of the research. In exploring differences in learning quality and classroom management effectiveness between certified and non-certified teachers, this research involves key aspects such as curriculum understanding, classroom management skills, quality of teacher-child interactions, administrative support, and a conducive work environment. With this theoretical foundation, research is directed at providing deeper insight into the contribution of each factor to the quality of teaching in early childhood education environments. It is hoped that this research will provide a more complete and contextual picture regarding the impact of teacher certification at Nur Ichsan Lepo-Lepo Kindergarten, fill existing knowledge gaps in the literature, and provide a basis for updating education policies at the local and national level. Although there has been research that supports differences in performance between certified and non-certified teachers (Almardliyyah, 2019) , however there has been no specific research that explores the context of early childhood education at the Nur Ichsan Lepo-Lepo Kendari Kindergarten . Therefore, there is a need to fill this gap and provide more specific insights into the impact of teacher certification on the quality of teaching in these settings. This research aims to explore differences in learning quality and effectiveness of classroom management between certified and non-certified teachers in the context of early childhood education at Nur Ichsan Lepo-Lepo Kendari Kindergarten. The main problem formulation includes the question of whether there are significant differences in the quality of learning between the two groups of teachers, as well as how the effectiveness of classroom management can influence the creation of a conducive learning environment for children in kindergarten . In exploring these questions, this research aims to provide an understanding a better understanding of the differences in approaches, strategies and involvement between the performance of certified and non-certified teachers in the early childhood learning process. The second question regarding the effectiveness of classroom management provides a focus on which strategies are more effective in creating a conducive learning environment.

The aim of this research includes evaluating the effectiveness of certified and non-certified teachers in managing learning and classes at the Nur Ichsan Lepo-Lepo Kendari Kindergarten. Through analysis of differences in classroom management strategies, teacher-child interactions, and availability of resources and support, this research seeks to provide a comprehensive picture of the contribution of each group of teachers to the early childhood learning process.

The benefits of this research include improving the quality of learning at Nur Ichsan Lepo-Lepo Kendari Kindergarten . By better understanding the role of certified and non-certified teachers in early childhood education, it is hoped that the research results can help develop more effective learning methods. Optimizing classroom management, taking into account teacher effectiveness, is expected to improve the quality of learning and student welfare. Analysis of teacher and child interactions also contributes to efforts to improve good relationships in the

classroom, which can have a positive impact on children's learning motivation and create a positive learning environment.

RESEARCH METHOD

This research adopts a qualitative approach (Donatus, 2016) with a case study design to explore the comparison of the performance of certified and non-certified teachers in the context of early childhood education at Nur Ichsan Lepo-Lepo Kendari Kindergarten. The research participants consisted of teachers at the kindergarten who were divided into two groups, namely certified and non-certified teachers, selected purposively according to the teacher certification criteria. The research instrument involved in-depth interviews, classroom observations, and document analysis (Jailani, 2023). In-depth interviews were conducted to gain an in-depth understanding of teachers' views, experiences and learning practices. Class observations aim to observe teacher-student interactions, teaching methods, and classroom management strategies. Meanwhile, document analysis involves studying official school documents, lesson plans, and teacher teaching materials. The data analysis process was carried out thematically with stages of data reduction, data presentation, and drawing conclusions (Ananda et al., 2021). The triangulation of data from interviews, observations and document analysis aims to ensure the validity of the research results. Research ethics, such as permission from the school, maintaining data confidentiality, and obtaining *informed consent*, will be considered during the research. Although this research has limitations, such as the limited number of participants and the potential for subjective bias, it is hoped that this qualitative method can make a significant contribution to understanding and developing the quality of early childhood education at Nur Ichsan Lepo-Lepo Kendari Kindergarten.

RESULT AND DISCUSSION

Experience and Teaching Methods in Teaching Early Childhood: Review from Teachers at Nur Ichsan Lepo-Lepo Kindergarten

Based on the data provided, there are five informants who have various educational backgrounds and majors, but all of them have experience teaching at the Nur Ichsan Lepo-Lepo Kindergarten.

Table 1. Experience and Teaching Methods of the informants

No.	Informant	Educational history and teaching experience
1.	Informant 1	has a bachelor's educational background in Early Childhood Islamic Education and taught for 6 months. He described his initial experience as happy because it was his first experience, and stated, "The first day of teaching I was very happy because it was also my first experience." However, he also feels that teaching young children requires intense attention, "Teaching young children feels both fun and tiring, because these

		children are very active and the interesting part is, they want to be paid attention to by their teacher."
2.	Informant 2	has an educational background at IAIN Kendari majoring in Early Childhood Islamic Education and taught for 1-3 years. He highlighted the importance of the role of kindergarten teachers in understanding children's needs and emotions, "The experience I have gained is that a kindergarten teacher does not just come to teach but must understand every child's needs, including their cleanliness, health, and especially safety." This informant also emphasized the importance of patience and the ability to calm children, "Being a kindergarten teacher you also have to be able to calm the feelings of children who like to cry suddenly, you have to be able to deal with the character of children who find it difficult to listen to advice and you also have to be patient when there are a lot of small children. -a little bit about to cry.
3.	Informant 3	Has a Bachelor's educational background majoring in PG PAUD, taught for 3 months. He expressed his experience by describing teaching using science methods as his favorite.
4.	Informant 4	has a bachelor's educational background in Early Childhood Education and taught for 18 months, emphasizing fun and meaningful experiences in teaching early childhood children.
5.	Informant 5	has a D2 PGTK educational background and has taught for 3 years. He revealed that learning by singing was his favorite method of teaching children.

From this data, it can be concluded that although educational backgrounds and teaching experiences vary, all informants emphasized the importance of understanding children's needs and emotions and emphasized the use of fun methods in the learning process.

Dynamics of Teacher Professional Education and Early Childhood Training: Perceptions of Kindergarten Teacher Nur Ichsany Lepo-Lepo in Facing Teaching Challenges

In looking at the differences in informants' participation in Teacher Professional Education (PPG) and training related to early childhood education, as well as the impact on their teaching experience, there are interesting nuances.

Table 2. Differences between PPG and Training related to Early Childhood Education

No	Informant	Differences between PPG and Training related to early childhood education
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1.	Informant 1	has a bachelor's educational background in Early Childhood Islamic Education and taught for 6 months, explaining that even though he did not participate in PPG, the training experience he experienced provided positive changes in his confidence when teaching children. He revealed, "The experience of attending training on early childhood was that at first I was always tense when dealing with children in the classroom during the learning process, but since following the training I felt that there had been a change in what I got from the training. I put it into practice straight away. in the classroom so that you don't feel tense anymore in carrying out the teaching process." In other words, early childhood training has had a positive impact on the attitude and psychological readiness of informant 1.
2.	Informant 2	graduate of IAIN Kendari with a major in Early Childhood Islamic Education and 1-3 years of teaching experience, also recorded positive experiences from the training. He stated, "Yes. The experience is having new colleagues, getting information and procedures for creating creative and ice-breaking media for opening unique classes." This training not only provides new insights, but also builds networks and skills in designing interesting teaching methods.
3.	Informant 3	BA graduate of PG PAUD with 3 months teaching experience, shares training experience which opens up opportunities to interact with teachers from various kindergartens. He said, "I have. The experience I gained was making various media with teachers from various kindergartens throughout Kendari city so that I could also get to know other teachers." This training not only provides insight into creating creative media, but also enriches social experiences and builds collaboration between teachers.
4.	Informant 4	has attended PPG, providing an additional dimension to his perspective in facing the challenges of teaching at Nur Ichsany Lepo-lepo Kindergarten. With a bachelor's degree in Early Childhood Education and 18 months of teaching experience, informant 4 detailed that his PPG experience provided varied techniques for overcoming children's learning difficulties. He stated, "Yes, more varied techniques in overcoming learning difficulties." This reflects an increase in competence and readiness in dealing with potentially complex situations in early childhood learning.

5.	Informant 5	has a D2 PGTK educational background and 3 years of teaching experience, has never attended training related to early childhood education. Nevertheless, informant 5 expressed his joy in teaching young children and stated, "Teaching young children is very fun and I get a lot of experience teaching children." Even without any training experience, informant 5 highlighted the happiness and experience he gained directly from interacting with children.
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Looking at the whole Table, it can be concluded that both PPG and training related to early childhood have a positive impact on the teaching experience of the informants. PPG provides deeper skills and knowledge, while early childhood training provides improvements in aspects such as creativity, social interaction, and providing solutions to overcome children's learning difficulties. Nevertheless, direct experience in teaching and interacting with children is still recognized as an invaluable source of knowledge for teachers. Thus, involving oneself in PPG or training is important in enriching knowledge and skills, but it also cannot replace the value of daily practical experience in dealing with the uniqueness and challenges of teaching early childhood.

Learning Approach Strategies and Challenges in Teaching Early Childhood: The Voice of Kindergarten Teacher Nur Ichsan Lepo-Lepo

In teaching early childhood children at Nur Ichsan Lepo-Lepo Kindergarten, each informant adopted a different learning approach according to their understanding and experience.

Table 3. Learning Approaches and Challenges

No	Informant	Learning approaches
1.	Informant 1	emphasizes the importance of creating an emotional connection with children before focusing on the task of teaching as a teacher. He stated, "I chose an approach where I think this child must love and accept me first, then I focus on doing my job as a teacher to teach these children." This approach aims to win over children so that they are more open and responsive to the learning process.
2.	Informant 2	chose the approach of singing because he believed that this activity could create a cheerful and happy atmosphere in the class. He expressed, "Sing, because singing makes children happy and the mood becomes cheerful and happy." This approach not only creates excitement but also builds children's involvement in learning.
3.	Informant 3	likes the play learning approach because it believes that children prefer to learn while playing, and in this way, the

		class remains conducive. He explained, "The learning approach is play because children prefer to learn by playing and the class remains conducive." This approach reflects an awareness of the importance of creating a learning environment that is fun and supports children's creative exploration.
4.	Informant 4	choose a child-centered approach because it is believed to encourage children to more actively explore their learning abilities. He stated, "A child-centered approach because this approach makes children more active in exploring their learning abilities." The focus on children's activeness in the learning process shows awareness of the important role of children in directing their own learning.
5.	Informant 5	preferring to teach children while playing, insisting that learning should be presented in a fun way. He stated, "Learn while playing." This approach shows an understanding of children's needs for learning that is not only educational but also entertaining.

Eventhough each informant has a unique learning approach, they all face major challenges in teaching early childhood children at Nur Ichsan Lepo-Lepo Kindergarten.

Table 4. Main Challenges in Teaching Early Childhood

No	Informant	Main Challenges in Teaching Early Childhood
1.	Informant 1	facing the challenges of children who are super active and find it difficult to listen to teachers. He said, "The main challenge in teaching is that we meet children who are super active in the class, there are also those who don't want to listen to their teachers and that is our challenge as teachers, how we deal with this." This challenge requires a creative and patient approach to managing the classroom.
2.	Informant 2	highlights the challenges of dealing with hyperactive children. He stated, "Deal with hyperactive children." These challenges create the need to create an environment that can handle children's high energy levels, while still providing an effective learning experience.
3.	Informant 3	facing the challenges of children who are so active that they disturb their classmates. He explained, "The main challenge faced in teaching early childhood is when dealing with children who are very active and can disturb their friends." Creating a

		conducive learning environment is key to managing these kinds of challenges
4.	Informant 4	shows that the main challenge he faces is the mindset of parents who really expect their children to be able to read. He revealed, "The mindset of parents is that they really hope that their children will be able to read." These challenges create additional pressure in achieving the expectations set by parents.
5.	Informant 5	experience challenges dealing with children who are hyperactive and find it difficult to know their will. He stated, "Facing children who are hyperactive and find it difficult to know their will." This challenge requires teachers to develop teaching strategies that can adapt to children's varying activity levels and interests.

The overall picture shows that each informant faces unique challenges in teaching young children, and the learning approaches they choose reflect efforts to overcome these challenges. In dealing with active children and varying levels of interest, teachers need to combine creativity, patience, and a deep understanding of children's individual needs to create an effective and adequate learning environment. In other words, the challenge of teaching early childhood does not only require good learning approach skills, but also resilience and flexibility in dealing with diverse classroom dynamics.

Dynamics of Teacher Perceptions: Performance and Impact of Certification at Kindergarten Nur Ichsany Lepo-Lepo Kendari

In examining the differences in performance between certified and non-certified teachers at Nur Ichsany Lepo-Lepo Kendari Kindergarten, the views of the informants provide a varied picture.

Table 5. Differences in Performance of Certified and Non-Certified Teachers

No	Informant	Differences in the Performance of Certified and Non-Certified Teachers
1.	Informant 1	expressed his view that he did not see a clear difference between the two types of teachers. According to him, certification status does not provide a guarantee of improved performance or vice versa. He stated, "I don't really see any clear differences between teachers who have passed certification and teachers who have not passed certification. Thus, it could be said that there is no guarantee that the certification status held by teachers can make their performance better or vice versa."

2.	Informant 2	view that the quality of teaching from certified teachers is better. He emphasized the professionalism and broader experience of certified teachers. "The quality of certified teaching is better, teachers who have been certified have a professional teacher attitude, and have broader experience," said informant 2, highlighting the importance of competence and experience in the context of early childhood learning.
3.	Informant 3	provides a similar view by saying that certified teachers are more professional in their work. This view shows a positive perception of the relationship between certification and the level of professionalism. "Certified teachers are more professional at work," said informant 3, indicating that certification is considered an indicator of teacher quality and dedication to their duties.
4.	Informant 4	a greater responsibility . Despite assessing their performance as good, informant 4 also noted that certified teachers also have greater responsibilities. "In terms of performance both to students and to the administration, certified teachers are burdened with more responsibility," he explained, indicating that certification brings additional consequences in terms of duties and responsibilities.
5.	Informant 5	strengthen a positive perspective on the performance of certified teachers by stating that certified teachers are much more professional. "Teachers who are certified are much more professional," said informant 5, emphasizing the level of professionalism as a result of the certification that the teacher has obtained .

Regarding the impact of certification on teaching, the informants gave views that were in line with the positive aspects of certification.

Table 6. Impact of Certification on Teaching

No	Informant	The Impact of Certification on Teaching
1.	Informant 1	Certification has a positive impact by improving the quality of teachers which will ultimately affect the quality of learning and education as a whole. "Yes, because it can improve the quality of teachers which will then improve the quality of learning, and ultimately will improve the overall and sustainable quality of education," said informant 1, highlighting the positive effects of certification in the education cycle.
2.	Informant 2	assessing the impact of certification positively by stating that certification can increase teacher competence and mastery of material. "Positive, because it increases teacher competence

		and mastery of broader material," explained informant 2, underlining the benefits of increasing teacher qualifications through certification.
3.	Informant 3	highlighting the positive impact of certification in increasing competence as a teacher and giving teachers the right to obtain professional allowances. "It has a positive impact because it increases competence as a teacher. Another benefit of certification is that it gives teachers the right to receive professional allowances," explained informant 3, indicating that certification not only brings benefits in terms of teaching but also in financial aspects.
4.	Informant 4	The impact of certification is very positive both financially and in terms of responsibility for learning. "Yes, it is very positive both financially and in terms of responsibility for learning," said informant 4, recognizing the benefits of certification in various aspects.
5.	Informant 5	consider that certification has a positive impact because they have gone through the stages of becoming a professional teacher. "Yes, because you have followed the stages of becoming a professional teacher," explained informant 5, describing that certification is considered an important step in the professionalization process of a teacher.

Overall, the views of informants at Nur Ichsan Lepo-Lepo Kendari Kindergarten show variations in perceptions of differences in performance between certified and non-certified teachers. Although there are voices indicating no significant differences, the majority of views indicate that certification has a positive impact on the quality of teaching and teacher professionalism. This view highlights the importance of certification in improving the qualifications and performance of teachers at the kindergarten level, as well as its contribution to the overall quality of education.

Carving out Teacher Professionalism Various Types and Professional Development Activities from the Views of Kindergarten Teachers Nur Ichsan Lepo-Lepo Kendari

Informants at Nur Ichsan Lepo-Lepo Kendari Kindergarten consistently voiced the need for teacher professionalism development. They identify various types and development activities that are expected to improve their performance as educators.

Table 7. Teacher Professionalism Development

No	Informant	Development of Teacher Professionalism
1.	Informant 1	with a deep understanding of the importance of teacher professional development, stated, "The type and professional

		development activities that I hope can improve my performance as a teacher are teacher professional development programs." He emphasized the need for programs specifically designed to equip teachers with the necessary knowledge and skills.
2.	Informant 2	training and workshops as the main means for developing professionalism. Clearly, it states, "Training and Workshops." This view reflects the desire to be actively involved in practical and interactive activities to improve competence.
3.	Informant 3	emphasizes the importance of managing learning programs as a form of developing teacher professionalism. "Managing learning programs and attending workshops," he said, reflects awareness of the close relationship between the ability to manage learning and increasing teacher professionalism. On the contrary,
4.	Informant 4	Participation in workshops and webinars, as well as the role as a Driving Teacher, are things that are expected to improve professional performance. "Workshops and webinars as well as Motivating Teachers," said informant 4.
5.	Informant 5	underline the importance of taking part in workshops as a means of developing professionalism. "Taking part in workshops," he emphasized, reflects the need to continue learning and be involved in structured learning sessions.

Informants at Kindergarten Nur Ichsan Lepo-Lepo Kendari recognized various methods of developing teacher professionalism as the key to improving their performance. From participation in special programs to practical activities such as training, workshops and webinars, they demonstrate awareness of the importance of continuous learning to improve their competence and effectiveness as educators.

Integration of Theory and Practice: Teaching Experience, Teacher Professional Education, and Professionalism Development at Nur Ichsan Lepo-Lepo Kendari Kindergarten

The teachers at Nur Ichsan Lepo-Lepo Kendari Kindergarten provide rich and varied teaching experience for early childhood. In the context of Jean Piaget's theory of early childhood development, teachers' intense experience in teaching early childhood is in line with the principle that children learn through direct experience and interaction with their environment (Wulandari, 2020) . Piaget in (Fauzia, 2023) stated that children in the pre-operational stage, such as early childhood, tend to learn through symbols, imitation and physical actions. Therefore, a teacher approach that provides intense attention and direct experience can support the cognitive and social development of these children.

The application of active and participatory learning theory is key in understanding children's needs and emotions, as expressed by one informant. This theory, which has roots in constructivism and social constructivism, emphasizes the importance of children's active involvement in the learning process (Mokalu et al., 2022). In this case, patience and the ability to calm children, as emphasized by teachers, can be interpreted as a strategy based on social learning theory by Albert Bandura. This theory emphasizes the important role of models and observations in children's learning processes. Teachers who are able to provide positive examples and provide intense attention to young children are in accordance with the principles of social learning theory (Hamzah, 2020).

The choice of teaching methods that focus on science, as expressed by the third informant, reflects a constructivist approach that encourages children's exploration and construction of their own knowledge. This theory emphasizes that children are active in building their own understanding through interaction with the environment and direct experience (Sugrah, 2019). Therefore, involving children in science activities in the classroom can stimulate their curiosity, develop critical thinking skills, and promote a deeper understanding of scientific concepts.

Furthermore, looking at the impact of professional teacher education (PPG), it can be seen that professional learning theory and the concept of professional learning are very relevant in improving teachers' skills and readiness to face the complexity of learning (Ananda et al., 2023). This theory emphasizes that teacher professional development is not only about increasing knowledge, but also involves self-reflection, collaboration, and the application of best practices in learning contexts. By taking PPG, teachers can access the latest teaching strategies, understand the latest educational theories, and develop more effective teaching skills.

Teachers' views on teacher certification can be linked to teacher effectiveness theory, which shows that certified teachers tend to have a positive impact on student learning outcomes (Wardany & Rigianti, 2023). This theory emphasizes that certified teachers have passed the competency and qualification validation stage, which in turn can improve the quality of their teaching. The positive views of certified teachers by some informants reflect confidence in the standards of professionalism emphasized by certification.

Finally, the need for teacher professional development, as expressed by teachers, is in line with Guskey's professional development model which emphasizes the stages of development through participation in training, workshops and leadership roles. This model recognizes that teacher professional development is an ongoing process that involves reflection, collaborative learning, and implementation of best practices. By continuing to improve professionalism, teachers can face challenges and dynamics in the world of education more prepared and effectively (Octavia, 2019). Thus, the integration of theories and previous research provides a strong basis for designing more effective and sustainable teaching strategies in the context of early childhood education at Nur Ichsan Lepo-Lepo Kendari Kindergarten.

By understanding these theories, teachers can better manage classes, design learning that suits the characteristics of young children, and continue to improve the quality of their teaching through continuous professional development.

CONCLUSION

From the entire discussion, it can be concluded that the experience of teaching early childhood at Nur Ichsan Lepo-Lepo Kendari Kindergarten reflects an approach that is in accordance with child development theory, constructivism and social learning. Teachers emphasize the importance of deeply understanding children's needs and emotions, as well as implementing fun learning methods. PPG experience provides a variety of teaching techniques and handling children's learning difficulties. Perceptions of teacher certification provide mixed views, but generally show that certification can improve teaching quality and professionalism. In addition, the need for teacher professional development is reflected in awareness of the importance of training, workshops and leadership roles. The integration of theory and research supports the foundation of more effective and sustainable teaching strategies, with the aim of improving the quality of early childhood education at Nur Ichsan Lepo-Lepo Kendari Kindergarten.

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