

The Effect of Academic Qualifications and Older Teaching on Teacher Professional Competence

(Expost Facto Study on Early Childhood Education Teachers in Bekasi 2018)

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Abstract:- The purpose of this study was to determine the effect of teaching and academic qualifications on the professional competence of Early childhood education teachers in the district Bekasi. The method used in the case study in this study is the ex-post facto quantitative research conducted in Bekasi District with the respondents being teachers in 574 Early childhood education teacher institutions with TK / RA programs and Play Groups in 23 sub-districts throughout Bekasi Regency. The sample from this study is 10% of the population, which is 60 people. The results of this study state that the fifth hypothesis proves that overall there are significant differences in professional competencies between teachers who have low teaching time and academic qualifications for early childhood education teacher majors with teachers who are academically qualified in Non-early childhood education majors. This also proves that the teacher's academic qualifications actively provide a better influence on teacher professional competence when compared to the academic qualifications of Non-early childhood education majors who have low teaching time.

Keywords:- Academic Qualifications, Length of Teaching, Professional and Ex Post Facto Research.

I. INTRODUCTION

The government issued Government Regulation No. 19 of 2005 Article 28, Paragraph 3 and Law No. 14 of 2005 Article 10, Paragraph 1 which states the competence of educators as agents of learning at the level of primary and secondary education and early childhood education includes: pedagogical competencies, personality competencies, professional competencies, social competencies. Ownership of the 4 competencies above is expected for early childhood teachers to be able to understand the characteristics of learning and apply it to the learning process. The teaching process through interaction, according to Bridget K. Hamre et al .'s research, is the interaction between teacher and student is the main driver in learning. (Hamre, 2013) The results of this study also state that there are three domains in a teacher and student interaction, namely the emotional, organizational, and instructional domains.

Haris Iskandar, said that currently the number of early childhood education major teachers recorded in the Ministry of Education and Culture reaches 552,894 people, and only around 47.79 percent are undergraduate qualifications, the

rest are high school graduates. (Ministry of Education and Culture, 2017) In accordance with Law No. 137 of 2014 concerning early childhood education, major standards the teacher must be educated undergraduate education and psychology. The accompanying teacher can graduate from high school but has an early childhood education training certificate. To wait for all early childhood education teachers to have undergraduate qualifications will be quite difficult. realized. Aside from being constrained by costs, the difficulties faced by teachers to attend education which only exists in urban areas are because many early childhood education teachers live in remote villages.

Most Teachers and Education Personnel (GTK) Early Childhood Education and Community Education do not yet have standard academic qualifications. However, these teachers have certificates of expertise and special skills acquired through courses and education and training (Budi, 2017). This program is in the form of grants from the Ministry of Education and Culture for early childhood education and Dikmas Kindergarten Teachers, through the acceleration of the completion of lectures for teachers to obtain Bachelor or D-IV qualifications in universities that carry out conversion programs (acceleration). The importance of having standardized qualifications is the best way to improve teacher quality, as in Gerd Sylvi's research *European Early Childhood Education Research Journal* in the 2014 states that there are less expected differences from qualified and unqualified teachers in carrying out their duties (Hansel, 2018)

Teacher creativity is not only needed to be able to deliver teaching material, but teachers must ensure that all students benefit greatly from learning. fun in kindergarten (Hansel, 2018) A teacher can learn from his own experience in the teaching process to increase the creativity he has so that the longer the teacher has experience teaching, the more skilled he will be in delivering lesson material. High teaching experience can create a conducive learning environment that is supported by the teacher's professionalism in teaching.

Based on the description above, the researcher tried to examine the teacher's professional competency from the most basic level, namely the teacher at the level of the Early Childhood Education Institution spread in Bekasi Regency. Researchers felt the need to conduct this study with research design *post facto* to determine the effect of academic and long-term teaching qualifications on professional competencies specifically to prepare equipment in the

process of learning activities, starting from learning planning, designing teaching materials to the learning process, to reporting on learning outcomes child.

➤ *Academic Qualifications*

Etymologically the qualification word is adopted from English *qualification* which has the meaning of training, tests, diplomas, etc. that qualifies a person. Qualifications are exercises, tests, diplomas and others that make someone qualifies. According to the Big Indonesian Dictionary, qualifications are "special education to obtain a skill needed to do something or occupy a certain position" (Munadir, 1996).

In an article, Miarso stated that teachers who have qualifications are those who meet the standards of educators, master the material/content of the lesson in accordance with the standards of content and live and carry out the learning process in accordance with the standards of the learning process. Miarso defines qualifications as abilities or competencies that a teacher must possess in carrying out his duties (Miarso Y, 2008). Qualification means the requirements that must be fulfilled are related to the abilities needed to carry out a job. Qualifications can show someone's credibility in carrying out their work.

Masnur Muslich argues that academic qualifications are the level of formal education that teachers have achieved both degree education such as undergraduate, megister or doctoral or non-degree such as *Post Graduate Diploma* (Mansur., 2007).

In Sunhaji's research study citing Law Number 20 the Year 2003 concerning National Education Systems, chapter XI article 42 stated that (Sunhaji, 2014):

- Educators must have minimum qualifications and certification in accordance with the level of teaching authority, physically and mentally healthy, and have the ability to realize national education goals.
- Educators for formal education at the level of early childhood education, basic education, secondary education, and higher education are produced by accredited colleges.
- Provisions regarding the qualifications of educators as referred to in paragraph 1 and paragraph 2 are further regulated by government regulations.

In addition, in a study from Sunhaji, early childhood education teacher qualifications according to the National Education Standards (SNP) included three things, namely (Sunhaji, 2014):

- Academic qualifications for diploma or undergraduate
- Education Higher education background in early childhood, other education or psychologist; and
- Teacher professional certification for early childhood education.

A professional teacher must master the field of science that will be taught well. He must be an expert in the field of science he teaches. A teacher must also continually improve and develop the knowledge he teaches so as not to be

outdated because any field of knowledge will always develop (Abudin Nata, 2003)

Caplow states that the higher the level of education of a person, the greater the tendency to succeed in his work (Caplow, T., & McGee, 1965). Based on the description above, there is a positive relationship between teacher education qualifications and competence. For this reason, efforts to improve education for teachers will have an influence on the implementation of their teaching duties.

In other words, the higher the education qualification. Based on the whole description above, it can be synthesized that the definition of academic qualification is an educational background which is characterized by the last educational diploma that the teacher has and the evidence of training that has been attended. This evidence is marked by the last educational diploma the teacher had at the time of the study.

➤ *Older of Teaching*

According to the big Indonesian dictionary, the period of work is "the period of time people have worked (in an office, agency, etc.)" (Ministry of Education and Culture, 1995) For a teacher the workplace (institution) is a school and the main task is to teach certain. In practice in the field, often a teacher often gets assignments more than one school, so the longer he works the more tasks he has ever received and carried out.

According to Suma`mur the period of work is the period of time a person has worked from the first start of work until now to pursue the job. The work period can be interpreted as a piece of time which is a time when a workforce is included in one area of the business place until a certain time limit (Suma`mur PK, 2009)

According to Bloom "the work period or teacher work experience is a teacher characteristic that should be considered in supporting achievement the quality of his performance in teaching (Benjamin S Bloom, 1956).

According to Zen, a teacher who pursues their respective fields will automatically add to his experience. The more years of work are expected, the more experience the teacher has. This experience is closely related to increasing job professionalism. Teachers who have long served in the education world must be more professional than teachers who have only served for a few years (Muhammad Zen, nd).

Mansur said that the teaching period is a factor that supports the teaching process of a teacher so that a teacher can measure his ability to teach better. The teaching period is the teacher's working period in carrying out tasks as educators in certain educational units in accordance with the assignment letter from the authorized institution (Mansur., 2007). The teaching period is calculated from the time the person is first appointed and is assigned to become a teacher in an education unit.

It can be concluded that the teaching period is the period of time a person has worked from the first start of work until now pursuing the job to support the achievement of performance quality and a lot of experience because this experience is closely related to increasing job professionalism so that the teaching period is calculated from the time the person is appointed and on duty become a teacher in an education unit.

➤ *The Professionals Teacher*

Term professionalism refers to mental attitudes in the form of commitment from members of a profession to always realize and improve the quality of their professionalism (Suyanto and Asep Djihad, nd)

Professional competence is the broad and profound mastery of learning material that allows students to guide meet competency standards set by the National Education standard. The scope of professional competence is as follows (Sunhaji, 2014)

The importance of early childhood education requires early childhood education educators to become professionals. Suyanto stated that professionals meant working according to procedures, following professional ethics and early childhood education knowledge, and not making mistakes (Slamet Suyanto, 2005) This opinion was clarified by Driscoll, Amy and Nagel, Nancy G that "*a professional is someone who is educated, knowledgeable, dedicated to her profession, a dedicated course of study, and in the assessment of a basic essential to her specialty area knowledge* (Driscoll, Amy, and Nagel, 2005).

Ishola and Abdulrahamon say that professionals are educated people with a set of skills that are important in implementing those designed for the profession. They maintain strict compliance with codes, behavior and ethical obligations (Ishola and Ajibola Abdulrahamon, 2018). Professional people who have skills background in accordance with the field they are engaged in. In carrying out their professionalism they refer to their code, behavior, and obligations in carrying out their profession.

Professional competence plays an important role in the ability to understand the stages of child development, growth, and development of children, the ability to provide stimulation of education, care and protection, and the ability to build cooperation with parents in child education, care, and protection. In line with the results of research from Helen Skouteris, Brittany Watson, and Jarrad Lum who revealed that, internationally, the value of teacher collaboration in the early years of school was recognized, with the usefulness of creating meaningful relationships between teaching professionals, students, and people old (Helen Skouteris, nd)

Peterson said that Professionalism is part of the critical ecology of the field of early childhood. Creative ecological professionalism will actively collect, explore, document, disseminate and document 'practice-based evidence' with practitioners and local communities who take an active role

in determining research and practice agendas (Tina Peterson, 2016) Professionalism related to teaching activities carried out by a teacher.

Based on the description above, the researcher focuses on the meaning of professional competence as the ability of the teacher to be able to carry out their duties professionally and have the desire to continue to improve their abilities in terms of professionalism as a teacher with a lot of learning to increase knowledge related to the profession.

II. METHODS

The method used in this case study is ex-post facto quantitative research. Ex-post facto research is a study in which independent variables have occurred when researchers began observing dependent variables (Sukardi, 2010). In this study, questionnaires were distributed regarding academic qualifications, duration of teaching and professional competence of early childhood education teachers, with the hope to find out whether there is influence between the dependent variables namely early childhood education teacher Professional Competence, with independent variables namely Academic Qualifications (X_1) and Teaching Duration (X_2) owned by EARLY childhood education teachers, as well as the presence or absence of influence between independent variables Academic Qualifications (X_1) and Teaching Duration (X_2). The population in this study were all teacher representatives in Group B of 574 early childhood education institutions in Bekasi regency, while of the early childhood education teachers in group b, the total sample was 57.4 or rounded up to 60 people.

III. RESULTS AND DISCUSSION

There is an influence on the academic qualifications of teachers in early childhood education and non-early childhood education majors with professional competence.

Statistically, the hypothesis of this study are:

$$H_0 : \mu_{A_1} = \mu_{A_2}$$

$$H_1 : \mu_{A_1} > \mu_{A_2}$$

μ_{A_1} : average professional competency score for teachers of early childhood education (group A1)

μ_{A_2} : average professional competency score of Nonteachers

Early childhood education (group a2)

Based on results of testing hypotheses related to the variable of academic qualifications obtained price of the count larger than the table at significance level $\alpha = 0.05$ ($\text{count} = 23.73 > f_{\text{table}} = 4.01$). This means rejecting the null hypothesis (h_0) and accepting the working hypothesis (h_1). That is, that there are significant differences in influence between teacher academic qualifications (early childhood education and non-early childhood education) on professional competence. Thus, the hypothesis states that there are differences in teacher professional competencies between teachers who are

academically qualified early childhood education and non-early childhood education proven.

Then to prove academic qualifications (early childhood education or non-early childhood education) that have a better influence on professional competence, it is necessary to do a comparison test of the average professional competency scores between the two academic qualifications of the teacher through the test *tukey*. The results of the calculation of the average professional competency score of group a1 amounted to 90.8 significantly higher than the average professional competency score of group a2 of 81.8. Through the test *tukey* at the significance level ($\alpha = 0.05$), the value $q_{\text{calculated}} = 7.470 \geq q_{\text{table}}(0.05; 4; 60) = 3.737$, the working hypothesis (H_1) received through the f test is in line with the test results q (number *tukey*). the results of this test illustrate that the professional competence of teachers with academic qualifications in early childhood education is better than those for non-early childhood education academic qualifications.

From test results *anova* and a comparison of the mean scores of the two groups, it can be argued that the professional competence of early childhood education academic qualifications is higher than the teacher score non-early childhood education academic qualifications. The summary of the results of test *tukey* this group's can be seen in table 1 below.

group compared to	price differences in average (q_{count})	tukey numbers ($\alpha = 0.05$) q_{tables}
a ₁ and a ₂	7.470 *	3.737

Table 1:- summary of test results from *tukey* for comparison of average scores of groups a1 and a2 information:

*: significant

- a = professional competence of academically qualified teachers early childhood education
- a = professional competence of academically qualified teachers non-early childhood education

The results of testing the first hypothesis, prove that overall there are differences in professional competencies of teachers who are academically qualified early childhood education higher than the average score of teachers who are academically qualified non-early childhood education. there is the influence of high and low teaching time with professional competence.

statistically, the research hypothesis is:

$$H_0 : \mu_{b_1} \leq \mu_{b_2}$$

$$H_1 : \mu_{b_1} > \mu_{b_2}$$

μ_{b_1} = mean teacher professional competency score with duration high teaching (group b₁)

μ_{b_2} = average teacher professional competency score with duration of teaching low (group b₂)

Based on the results of testing hypotheses related to teaching the old variable price obtained f_{count} larger than f_{table} at significance level $\alpha = 0.05$ ($f_{\text{count}} = 10.42 > f_{\text{table}} = 4.01$). this means rejecting the null hypothesis (H_0) and accepting the working hypothesis (H_1). That is, that there are long effects of teaching (high and low) on professional competence. Thus, the hypothesis which states that there are differences in the professional competence of teachers who have high and low teaching duration is proven.

then to prove the length of teaching (high or low) that gives a better influence on professional competence, it is necessary to do a comparison test of the average score of professional competence between the two old teaching scores through the test *tukey*. The results of the calculation of the average professional competency score of group b1 of 84.60 are significantly higher than the average professional competency score of group b2 of 77. Through the test *tukey* at the significance level ($\alpha = 0.05$) obtained the q value $q_{\text{calculated}} = 6.308 \geq q_{\text{table}}(0, 05) = 3.737$, the working hypothesis (H_1) received through the f test is in line with the results of the q test (number *tukey*). the results of this test illustrate that the professional competence of teachers who have high teaching time is better than teachers with low teaching time.

From the test results *anova* and a comparison of the mean scores of the two groups, it can be argued that the professional competence of teachers who have high teaching duration is better than teachers with low teaching duration. the summary of the results of test *tukey* this group can be seen in table 2 below.

group compared to	price difference in average (q_{count})	tukey numbers ($\alpha = 0.05$) q_{table}
b ₁ and b ₂	6,308 *	3,737

Table 2:- summary of test results *tukey* for comparison of average score group b₁ and b₂ (Information: * = significant)

The results of testing the second hypothesis prove that overall there are differences in the professional competence of teachers who have experience long teaching time with those who have low teaching experience.

There is a significant interaction effect between the teacher's academic qualifications and the length of his teaching. Statistically, the hypothesis of this study is as follows:

h_0 : int. and = 0

h_1 : int. axb \neq 0

h_0 = there is no influence of the interaction between the academic qualifications teacher's and the length of his teaching.

h_1 = there is an influence of the interaction between the teacher's academic qualifications and the length of his teaching.

From the results of testing hypotheses related to learning technique variables, the f value calculated is greater than f_{table} at the significance level $\alpha = 0.05$ ($f_{count} = 13.31 > f_{table} = 4.01$). This means rejecting the null hypothesis (h_0) and accepting the working hypothesis (h_1). That is, there is a significant interaction effect between the teacher's academic qualifications and the length of teaching on the teacher's professional competence. Thus, it can be said that competence professional teacher is significantly influenced by interactions between teacher academic qualifications and long teaching experience. with the presence of interactions between the above groups, then continue on a further test to see differences in the influence occurring by calculating the difference between the mean score of professional competence group a_1b_1 and group a_2b_2 .

From the calculation, that the value of $q_{count} = 8.099 \geq q_{table (0.05)} = 4.076$. then reject h_0 and accept h_1 that there is a significant interaction effect between teachers' academic qualifications (majoring in early childhood and non-ecd) and the old teaching (high and low) on the professional competence, so it was decided reject h_0 and accept h_1 in other words, this is in line with the results of the test *anova* two-way, namely there is an interaction between the teacher's academic qualifications and the length of teaching with professional competence at a significance level of $\alpha = 0.05$.

Furthermore, from the test *anova* and the comparison of the mean scores of the two groups, it can be argued that the professional competency group of teachers with high teaching duration and academic qualifications in early childhood education majors is better than teachers who are academically qualified non-early childhood education majors towards professional competence. the summary of the results of test *tukey* this group's can be seen in table 3 below:

Group compared to	price difference in Average (Q_{count})	Tukey Numbers ($\alpha = 0.05$) Q_{table}
A_1B_1 and A_2B_1	5,282 *	4,076

Table 3:- Tukey's Test Results Summary Comparison of Mean Scores Group A_1B_1 and A_2B_1
Remarks: * = significant

The results of testing the fourth hypothesis indicate that overall professional competence is influenced by high teaching time with early childhood education academic qualifications better than academically qualified non-early childhood education majors.

The last hypothesis stated that the calculation results of the teacher's professional competency score, those with academic qualifications in the early childhood education department and having a long teaching period of group a_1b_2 of 84.6 were significantly higher than the average professional competency score of teachers who were non-early childhood education majors and had long low teaching group a_2b_2 by 77. through the test *tukey* at the significance level ($\alpha = 0.05$) obtained the value of $q_{count} = 4.460 > q_{table (0.05)} = 4.076$ then rejects h_0 and accepts h_1 . the results of this test illustrate that the professional competencies of teachers who have low teaching time and are academically qualified in early childhood education majors are higher than those of academically qualified non-early childhood education majors.

From the test results *anova* and a comparison of the mean scores of the two groups, it can be argued that the professional competence of teachers who are academically qualified in early childhood education majors is higher than for teachers who are academically qualified in the non-early childhood education department. the summary of the results of test *tukey* this group's can be seen in table 4 below:

Group compared to	price difference in Average (Q_{count})	Tukey Numbers ($\alpha = 0.05$) Q_{table}
A_1B_2 and A_2B_2	4,460	3,542

Table 4:- summary of tuckey test results for comparison of average scores group a_1b_2 and a_2b_2 .

IV. DISCUSSION

Effect of academic qualifications of teachers majoring in early childhood education and non-early childhood education with professional competence of teachers from the research findings data from respondents in early childhood education found that the teacher's academic qualifications (early childhood education and non-early childhood education) had an influence on professional competence. the fact of the next finding in this study is that the academic qualifications of early childhood education department teachers are better than those of non-early childhood education academic qualified teachers in the professional competence of the teaching profession in early childhood education institutions. this is because teachers with academic qualifications in early childhood education majors have certainly gained a comprehensive understanding while studying (lectures) on the basic concepts of early childhood education , early childhood education learning strategies, early childhood education teacher professionalism, management of early childhood education and institutions

in early childhood education micro-teaching better than teachers with academic qualifications non early childhood education . academic qualification of early childhood education has proven to be beneficial for the knowledge and understanding of teachers teaching in early childhood education institutions as the findings of the research conducted by bamidele and funmilola show that teacher qualifications can influence teaching methods, teacher learning methods carried out in class so that they can influence children's learning achievement (Bamidele & Folasade Funmilola, 2017)

The effect of high and low teaching time on teachers on teacher professional competencies Based on the findings of this study it is stated that the long experience of teaching possessed by a teacher, both high and low duration, affects the professional competence of teachers in the educational sphere. In testing the data from the professional competency questionnaire it was found that teachers with high teaching duration were better than teachers with low teaching duration. As the results of a study conducted by Kunter et al., Which mentions that the duration of teaching can affect pedagogical activities, teacher motivation, and teacher self-regulation when teaching thus influencing the level of teacher professionalism on the level of children's learning success in school (Mareike Kunter, Uta Klusmann, Jürgen Baumert, Dirk Richter, Thamar Voss, 2013)

Effects of interactions between teacher academic qualifications and long teaching experiences. based on the results of testing the data, it was found that there were interactions between academic qualifications (early childhood education and non early childhood education) and length of teaching (high and low) towards professional competence. a teacher's academic qualifications are often considered to greatly affect professional competence, whereas other factors that are also important are his experiences as evidenced by the length of teaching. in other words, it would be better if a teacher with early childhood education academic qualifications also has a long time teaching high so that the level of professional competence becomes very maximal. in this case it can also be said that to know the level of professional competence of a teacher as a government program such as the teacher competency test (ukg) must meet a number of requirements including the fact is, to arrive at the stage of qualifying for ukg, the factor mainis the academic qualification and length of teaching both are relevant to the results of research conducted by ufonabasy and Friday which shows that chemistry learning will be of quality because of the influence of two things namely the influence of academic qualifications and length of teaching by teachers (Etiubon, Rebecca Ufonabasi, and Benson, 2014)

Effect of differences between groups of teachers who have long teaching high with teachers with academic qualifications in early childhood education and non-early childhood education majors on professional competence. for teachers in early childhood education institutions who are the object of research, the length of high teaching has a positive influence on professional competence, this can be

seen from the data that the early childhood education and non early childhood education academic qualifications do not have a significant difference to professional competence, this is relevant to the research conducted by the faithful that the length of teaching is 8.7 years giving an influence that determines the teacher's level of creativity in teaching rather than the *income* that the teacher gets (risky setiawan, 2017). the influence of differences between groups of teachers who have low teaching time with academic qualifications in early childhood education and non early childhood education majors on professional competence. for teachers in early childhood education institutions with low teaching time, the academic qualifications of early childhood education majors have a positive impact on the level of professional competence of teachers compared to teachers who are not early childhood education. the results of the relevant research conducted by kamila state that academic qualifications influence the teaching method of the teacher, thus influencing the success of children in learning. then it can be concluded that the teacher's educational background has an influence on the teaching performance of the teacher so that the higher the academic qualifications of the teacher and according to the field, the better the teaching performance that will be displayed.

V. CONCLUSIONS

From the results of the study, it can be concluded that: First, the academic qualifications of early childhood education department teachers are better than teachers with academic qualifications of non early childhood education majors in professional teaching profession competencies in early childhood education institutions, secondly, long teaching experiences possessed by a teacher, both with high duration and low affects the professional competence of teachers in the scope of education. third, there is an interaction between academic qualifications (early childhood education and non early childhood education) and length of teaching (high and low) on professional competencies, fourthly the influence of differences between groups of teachers who have high teaching time and teachers with academic qualifications in early childhood education and non early childhood education departments on professional competence. for teachers in early childhood education institutions who are the object of research, the duration of high teaching has a positive influence on professional competence, fifth the influence of differences between groups of teachers who have low teaching time with academic qualifications in early childhood education and non early childhood education majors on professional competence. for teachers in early childhood education institutions with low teaching time, the academic qualifications of early childhood education majors have a positive impact on the level of professional competence of teachers compared to teachers who are not early childhood education.

So that academic qualifications and length of teaching can affect the professional abilities of early childhood education teachers.

RECOMMENDATIONS

- For early childhood institutions, in accepting teachers should consider academic qualifications and teaching experience because it can affect teachers in providing learning.
- For parents, entering their children into school is expected to see the quality of the teacher through academic background and teaching experience because both of these factors can influence children's learning outcomes.
- The government, should provide policies to all early childhood education teachers with a background in early childhood education and collaborating with the campus whether public or private.

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