



## **Management of Song Training for Early Childhood Education (PAUD) Teacher Pedagogic Competency Improvement in Bandung**

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### **Abstract**

Early Childhood Education (ECE) teacher competencies consist of pedagogical, social, personal, and professional competencies. It is necessary to consider the skills and needs of the model; Perspective of implementing and managing training as required. The process proposed by the thematic training involves planning, organization, and evaluation in order to meet the demands of increasing the professionalization of teachers. This research aimed to determine the most effective way to connect song training management with the pedagogical skills of early childhood education (ECE) teachers based on Gorge R. Terry's theory. The study utilized a descriptive qualitative approach, incorporating data collection techniques such as observation, interviews, and direct documentation studies in two ECE schools. The subjects of this study are school principals, teachers, educational staff, ECE students, and the community. The findings were negative that the early childhood learning planning conducted by ECE teachers at the two locations was not in accordance with the principles of assessment in Early Childhood Education; the implementation of standardized education and training management principles is not optimal, proven according to the teacher's pedagogical competence in performing learning assessments; The findings were positive that the planning involves researchers from Lembaga Pendidikan dan Sosial (LPS) of all ECE teachers through the basic concepts of training according to vision and mission, environmental analysis, strategy, curriculum, and objectives; Organizing song training

management by the ECE administrative system, school principals, teachers, educational staff, students and the community; Implementation of Song Training through directing, motivation, teaching, mentoring and coordination activities conducted according to activity planning; and, Evaluation and supervision through monitoring.

**Keywords**

Training Management, Songs, Pedagogic Competence, ECE Teachers

**Introduction**

Early Childhood Education (ECE) teachers must have pedagogical, social, personal, and professional competencies according to the law of the Republic of Indonesia No. 14 of 2005 on Teachers and Lecturers; Government Regulation No. 19 of 2005 on National Education Standards; Government Regulation No. 74 of 2008 on Teachers and PERMENDIKNAS No. 10 of 2009; and Minister of National Education Regulation of 2007 on certification for in-service teachers—they are required to improve their professionalism. Professionalism refers to the context of competence—such as social competence. It is the teachers’ ability to interact with their students; (SA Hasibuan; 2018). Personal competence is how teachers act according to religious norms, legal norms, and socio-cultural norms in Indonesia. (Rachmadi Widdiharto 27; 2021).

Planning, organizing, implementing, and evaluating training are suggested steps that are carried out using the management theory of George R. Terry in the book Principles of Management (Sukarna, 2011:3), followed by a statement that management is the accomplishing of a predetermined objective through the efforts of other people (Sukarna, 2011).

Here are the results of ECE teacher competency as a support for this song training due to various teacher competency issues:

Table 1. Research reports on various aspects of behavior

<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
Early Childhood Education (ECE) teachers 43,74	Early Childhood Education (ECE) teachers 45,75	Early Childhood Education (ECE) teachers 65,82	Early Childhood Education (ECE) teachers 68,23

(Pakdesota, 2008. Jurnal Pendidikan Pelatihan Guru Profesional dalam Pembelajaran AUD).

After conducting research on numerous ECE schools, it was discovered that teachers needed to gain proficiency in utilizing songs. This has prompted researchers to seek factual information and explore alternative teaching methods through a systematic approach that includes planning, organization, implementation, evaluation, conditioning, and targeted management of song training.

The song training led to a curriculum design that brings forward the Pedagogic Competence of Early Childhood Education Teachers in Bandung (PAUD

Ceria and PAUD Amanah Ummah) as follows: Competence in understanding different songs and managing the principles of school autonomy; Adept at setting values and goals, along with implementing creative, innovative, critical thinking, problem-solving, and inspiring learning to become more professional; Create song concepts, make song suggestions, perform singing exercises and good reports. The facilitators' support comes from academics such as PPPPTK Widya Swara, LPMP, and LPPKS, who have completed the Training of Trainers, principals, and supervisors or facilitators who are certified Master Trainers.

The training program consists of seven songs and teaching materials. These materials cover various topics and provide a foundation for trainees and facilitators to expand upon using additional media sources.

The study room facilities for the first and second in-service learning sessions can accommodate up to 40 participants. The room has comfortable seating arrangements and ample learning resources such as LCD projectors, laptops, whiteboards, and flip charts/flannel boards.

The training funding budget relates to government elements in strengthening the ability of school principals sourced from the DIPA APBN in 2021 on PPPPTK and LPPKS. Per TOR/KAK, the Development Agency of SDMP and PMP report the principal's training budget utilization.

Organizing song training to improve the competence of ECE teachers begins with training participants recruiting ECE (PAUD/KOBER/TK/RA) school principals, including school supervisors with a specified number of participants. The formations formed are as follows: Training Committees, Organizers and Areas, Organizers of Principal Capacity Building (P3TK), Implementation sites are held in P3TK, LPMP, and other areas determined by the organizers, Works and persons-in-charge to coordinate by function and authority.

To enhance the pedagogic skills of Early Childhood Education (ECE) teachers, the process of song training involves several vital components. These include defining and describing the characteristics of songs, outlining the steps for creating songs, selecting a theme and title, developing the song's concept, and understanding the three

stages of the songs cycle. These stages involve practicing the three-step process of the songs, frequently referencing songs, and applying structured song techniques in creating song reports.

Through the evaluation of song training, it is expected that Early Childhood Education (ECE) teachers will improve their pedagogical competence by achieving various skills, including comprehending song lyrics, singing songs, defining songs, relating the theme of a song to the curriculum, composing songs, and practicing singing using songs.

One of the main hurdles in enhancing the teaching abilities of ECE teachers through song training is the need for adequate human resources, reliable funding, and proper facilities.



Figure 1.2: Research Problem Boundary Chart

Indicators in the implementation of song training to improve the pedagogical competence of ECE teachers such as: Planning goals, benefits, curriculum, problems, human resources, facilities, and infrastructure; Organizing structure, job description, division of tasks, coordinator, and supervision; Implementation from the beginning, core, and closing; and Usefulness evaluation, respondents, technicians, criteria and rubrics.

This article aims to describe song training management, organize the process, and analyze the implementation and evaluation of training management to improve the pedagogic competence of ECE teachers in Bandung regarding using songs appropriate to the learning theme. This article is advantageous as it provides valuable information and

contribution to the Management of Song Training to Improve the Pedagogic Competence of ECE Teachers in Bandung (PAUD Ceria and PAUD Amanah Ummah). This article can serve as a valuable resource for conducting future research in a similar area. Another practical benefit is to increase the pedagogic competence of ECE teachers, impacting students' playing and learning methods according to their needs.

The assumption of this study is to explain the thematic training steps, which include planning, organizing, and evaluating in line with George R. Terry's theory in Wijaya (2016), which defines management as a process that typically consists of planning, directing, and controlling actions to determine and achieve goals through the utilization of human resources and other resources. Another opinion explains that management coordinates and supervises work activities so that work activities can be completed efficiently in carrying out practical work activities in achieving goals (Robbins & Coulter, 2013:33).

The management process relies on fundamental management functions, guiding managers to execute their responsibilities. Although there may be varying perspectives among experts, these functions remain crucial for effective management. According to Schermerhorn (2011: 16), management functions are applied in various implementation processes, such as: (a) Planning: Setting goals and determining the steps necessary to achieve them is crucial. Through effective

planning, managers can identify desired outcomes and devise strategies. (b) Organizing: It is the process of efficiently assigning tasks, allocating resources, and coordinating the activities of individuals or groups in order to achieve plans. This is how managers turn their plans into action and support them with the help of technology and other resources. (c) Leading: As a manager, inspiring and motivating individuals to work hard towards fulfilling plans and achieving goals is essential. Building commitment toward the vision, generating work activities, and positively influencing everyone in the organization are critical elements of this process.

(d) Controlling: Measuring performance is crucial to achieving desired results. This involves comparing actual results with predetermined targets and taking necessary actions to ensure success. Controlling helps collect reports and information, guiding decision-making and facilitating effective management.

The teacher's main task is to teach and educate students in and outside the classroom. Teachers are constantly dealing with students who need knowledge and the

primary attitude to face their lives in the future. According to National Education Standards Agency or BNSP (2006:88), pedagogical competence is the ability to manage students, which includes: understanding insights or educational foundations, understanding of students, curriculum or syllabus development, learning design, implementation of academic learning and dialogic, evaluation of learning outcomes and student development to actualize the various potentials they have (Jejen, 2011:30).

In Government Regulation No.19 of 2005 concerning National Education Standards, elucidation of article 28 paragraph (3) point (a), pedagogic competence is the ability to manage students learning, which includes understanding through students, planning and implementing learning, evaluating learning outcomes and developing students to actualize their various potentials (Mulyasa: 2007; 75). Pedagogic competence is the ability of teachers to manage learning activities and students.

Teacher pedagogic competency standards have been regulated in the Minister of National Education Regulation No.16 of 2007; this regulation covers ten core competencies and the Ministry of National Education Directorate General of Quality Improvement of Educators and Education Personnel (2010, 39-51): (a) Understanding the foundation of education. A teacher must understand the nature of education and its associated concepts. Among them are the functions and roles of educational institutions, families, and communities in education, the mutual influence between schools, families, and communities, the national education system, and educational innovations. A correct understanding of education will make teachers aware of their strategic position in society and their significant role in educating the nation's generation; (b) Understanding of students. Teachers must know and understand students well, the stages of development they have reached, their strengths and weaknesses, the obstacles they face, and the dominant factors

that influence them. Children are naturally curious, and part of the teachers' job is to foster this curiosity and make them more curious; (c) Curriculum/syllabus development. Every teacher uses books as teaching materials. Many textbooks are available, as well as supporting books. Teachers can adapt the material taught from books that the Ministry of National Education and BSNP has standardized. It was concluded that teachers could skip writing books according to their field of study;

(d) Learning planning. Teachers organize their classes with the procedures they have prepared. When class starts, the teacher has thought about what students want to do and

how it should be done. If the teacher tells students from the start how they expect them to behave and learn in class, they will be serious about learning. The teacher knows what will be taught to students so that the teacher properly prepares learning methods and media.

Song Training Management is an integrated learning model involving several subjects related to specific themes. This learning involves several Basic Competencies, learning outcomes, and indicators from an issue or several subjects. Integrity in this learning can be seen from the process, time, curriculum, and teaching and learning aspects. This relates to the thematic learning system, namely the integrated learning model, using a thematic approach that involves several subjects to provide meaningful experiences to students. In thematic learning, students will understand learning concepts through direct experience and relate them to other concepts they have understood. (Rusman: 2011; 254) Thematic learning is integrated learning that uses themes to link several subjects to provide students with meaningful experiences. The theme is the main idea that becomes the subject of discussion.

Based on the thematic theory above, this article is based on Theological thematicson the Book of the Holy Al-Quran and Hadith of the Prophet Muhammad PBUH, emphasizing essential points in learning through reading, studying, and researching everything from this universe. Understanding the character of learning is a relatively permanent change in behavior or potential as a result of experience or practice. Here is the theological basis, [2:31] And He taught Adam all the names (of everything), then He showed them to the angels and said, "Tell Me the names of these if you are truthful." [2:32] They (angels) said: "Glory is to You, we have no knowledge except what you have taught us. Verily, You are the Knower, the Wise." [2:33] He said, "O Adam, inform them of their names." And when he had informed them of their names, He said, "Did I not tell you that I know the unseen (aspects) of the heavens and the earth? And I know what you reveal and what you have concealed." (Al-Baqarah: verses 31-33). These verses inform that human beings are endowed with the potential to know the names or functions and properties of natural objects around them. Therefore, in the context of thematic learning, assuredly that learning is an intrinsic human activity. The realization of this potential gift is that people live to learn and teach as part of their tasks to gain helpful knowledge.

The philosophical basis of this research is the philosophy of Reconstructionism—a doctrine that revises the old cultural order and builds a modern cultural order that is a continuation of the progressive movement (Sadulloh: 2009; 16) and the philosophy of religious education, which refers to the theological order. The foundation of management theory is from George R. Terry in the book *Principles of Management* (Sukarna: 2011; 3), in addition to his statement that management is the accomplishing of predetermined objectives through the efforts of other people (Torang: 2013; 165). Derived from the understanding, management is the science of managing processes to achieve given goals and adequate results.

The management concept of George R. Terry (1958), in his book "Principles of Management Concepts" (Sukarna, 2011:10), categorized the fundamental functions into Planning, Organizing, Actuating, and Controlling, abbreviated as POAC. According to Article 10, Paragraph (1) of Law No. 14 of 2005 regarding teachers and lecturers, pedagogic competence is necessary for teachers and lecturers. This skill encompasses effectively managing student learning, including planning teaching programs, conducting interactions during the teaching process, and carrying out assessments (Rulam Ahmad: 2018; 21-22).

### **Methodology**

The information presented in this article is derived from a research study that utilized a descriptive qualitative approach with a design or case study method. This approach was chosen to gather descriptive data, both in written and oral form, from individuals and through direct observation of their behavior by the researcher (Sukmadinata: 2007; 73), focusing on how to analyze thematic songs in early childhood learning. In his writing titled "Pemanfaatan dan Pengembangan Lagu Usia Dini/TK", Syarul Syah Sinaga (2010; 1-5) mentions that music activities, particularly singing, is an integral part of learning in kindergarten. He suggests incorporating music helps with language development and is an effective learning medium. This reference serves as a valuable resource for supporting research on the topic. Therefore, using the case development process specifically will go deeper into using songs appropriate to early childhood learning themes and how to choose songs to suit early childhood students' time and learning content, then describe the data obtained.

The data sources used in this study include the subject and relevant documents. Informants were purposively selected based on the following criteria: (1) the subject has extensive experience and intensive involvement in the activity being researched, (2) the subject is still actively involved in the activity being researched, (3) the subject has enough time to provide information, and (4) the subject is willing to share accurate information. The primary data sources were the principal, teachers, and community members surrounding the school. Secondary data sources were collected by reviewing various documents related to the principal's policies. Each data type is defined as follows:

Table 3.1 Types and Sources of Research Data

No.	Type of Data	Source of Data	Target	Quantity
1	Primary	Person	Principals	2 people
2	Primary	Person	Teachers (or vice-principals)	11 people
3	Secondary	Object	Documents regarding the principal's policy in improving teachers' performance	Adequate

The research instrument draws on a phenomenological survey by the researcher directly in the field to observe and read the situation from the symptoms that occurred there. The researchers interpret the results afterward. Then proceed to an analysis of the meaning contained in these symptoms. Obtaining data results from informants implements the snowball sampling technique to get more complete and detailed data. Moreover, the precision in the selection of informants, supposed to know the problem under study and how they are selected, are elaborated according to the needs of the researchers in the data collection process (Ekosusilo: 2003; 61).

### **Process of topic briefing**

#### **Planning**

In the early childhood learning process, planning songs plays a vital role in the growth and development of students. Songs enable teachers to nurture self-expression in students and serve as practical educational tools for enhancing the quality of learning. At PAUD Ceria Ungberung Bandung, incorporating theme-based songs in every early childhood learning activity is crucial as it facilitates the process of playing, learning, and teaching for early childhood educators (A4.29.07.2022).

#### **Implementation**

Implementation of Song Training Management to Improve Pedagogic Competence at PAUD Ceria in Ujungberung and PAUD Amanah Umah in Cibiru carried out repeat learning that had been implemented before in early childhood learning.

Based on the interview observation results, information was obtained that teacher management had tried to implement it by conducting Song Training to Improve Pedagogic Competence at PAUD Ceria in Ujungberung and PAUD Amanah Umah in Cibiru (A4.29.17.2022).

#### **Organizing**

This stage includes team setting, work schedule, and division of individual tasks, which is performed in the Early Childhood Education School field and is



sourced from instructions from resource persons. Meanwhile, the topic of Management of Song Training to Improve Pedagogic Competence at PAUD Ceria in Ujungberung and PAUD Amanah Umah in Cibiru related to the organization in interviews.

## **Process of learning**

### **Planning**

The following learning activity is daily learning, starting before playing, during play, during breaks, and until closure. Five songs according to the theme by Mr. Mubiar Agustin and five songs according to the theme by Mrs. Maria Susana

Yudianti as teachers' researcher in the ten institutions that this writer studied, receives support to make learning theme material easy to memorize, as follows: 1) Es cendol (Maria Susana Yudianti: 2012), 2) Jongkok Berdiri Jongkok (Maria Susana Yudianti: 2015), 3) Tejing tejing (Maria Susana Yudianti: 2015), 4) Gajah (Maria Susana Yudianti; 2014), 5) Dolanan (Maria Susana Yudianti; 2015), 6) Rumah (Maria Susana Sudianti; 2016), here are by Mr. Mubiar Agustin: Tepuk Tangan, Mencari Teman, Punya Teman, Aku Anak Cerdas, Babaturan, and Tutut tutut.

In early childhood learning, songs are incorporated based on the theme and scheduled according to the activities: (a) The opening activities every Monday begin with marching to perform the flag ceremony while singing the opening song "Aku Anak Cerdas". b) During playing and learning it is performed in the classroom or outside, depending on the facilities and infrastructure of each institution. While playing and studying, Teacher TG (yellow class) guides the students to pair the red and white cards. The teacher tells the students that the colors represent the Indonesian flag, with red symbolizing 'bravery' and white representing 'holiness'.

(c) During recess, the students go outside the classroom to wash their hands and enjoy their packed meals from home. They usually sing traditional songs such as "Dolanan", "Tepuk Tangan", and "Babaturan". Afterward, the teacher forms a tunnel using their hands and leads the students to enter the classroom while singing "Mencari Teman". Teacher TG guides them in this activity. (d) In closure, students and teachers usually evaluate the song according to the theme that has been sung. During the evaluation stage, Teacher YY guided the students to go home by singing a song according to the theme, entitled "Mari Pulang" and reminded the song according to the theme while they were playing.

### **Evaluation**

The teachers regularly and comprehensively evaluate students' performance and development through various activities, including measurement and non-measurement activities. This information is then used to make informed decisions. (Suyadi, Febriarti: 2019; 22, 24). The evaluation uses the assessment sheet in the

school principal’s supervision guidelines. The assessment system of an educational institution must provide accurate data, motivate teachers to teach with excellence, and elevate the overall standard of learning. (Sukanti: 2016;6) At PAUD Ceria, thePrincipal supports teachers by providing opportunities for training and seminars tofollow up on supervision efforts. The findings from these supervisions are documented in an annual report submitted to the manager.

As part of their evaluation and assessment process, the teacher evaluates student learning outcomes through daily and semester assessments. However, thereare no weekly or monthly assessments involved. The daily evaluations consist of tick technique assessments and anecdotal notes, with the students’ work included in the tick assessment. There is no narrative contained in the students’ work that can be explained to parents. (Mulyasa: 2016; 209) provided an evaluation method that outlined the progress and development of students, encompassing their actual conduct and skills. This information could be communicated to concerned parties such as parents. However, the evaluation results were given verbally and not recorded. Referring to the stages of learning supervision (Izzatumaila: 2017; 31- 32), documenting the effects of learning supervision is necessary to compile reports that can be shared with stakeholders.

Table 4: Implementation Stage Comparison

Category	Obtained Data	
	PAUD Ceria	PAUD Amanah Ummah
Implementati on of Learning	The DLP (RPPH) and assessments for each lesson are prepared a day in advance. The daily schedule includes three activities along with a backup activity. The students are segregated into two study groups, divided into two smaller groups comprising 6-7 students each. Additionally, each group is assigned a teacher for guidance. At the pre-instructional stage, teachers initiate interaction by welcoming children, engaging them in play or marching, helping them enter the classroom, leading prayers, managing absences, and	The DLP (RPPH) and assessments are prepared a day in advance. There are three activities in a day without backup activities. During the pre-instructional stage, teachers engage with students from the moment they arrive, helping them with playtime, lining up, entering the classroom, participating in prayer, and managing absences. During the instructional stage, teachers initiate interaction by presenting

Category	Obtained Data	
	PAUD Ceria	PAUD Amanah Ummah
	<p>organizing study groups. During the instructional stage, teacher interaction starts with the delivery of teaching material, followed by introducing activities. The child selects the most exciting beginning, and the teacher explains it. The teacher interacts at the closing and evaluation stages when the child enters the class. The teacher is responsible for cleaning the class, reviewing the material, providing feedback, drawing learning outcomes, asking about the children's feelings, delivering messages, and concluding the lesson. Throughout the day, the teacher evaluates the children's progress by marking tasks with ticks, providing feedback through written explanations, and taking anecdotal notes.</p>	<p>teaching materials, introducing activities, and encouraging children to select activities. The teacher interacts at the closing and evaluation stages when the child enters the class. This includes reviewing the material, receiving feedback, inquiring about students' feelings, delivering messages, and concluding the lesson. Throughout the day, the teacher performs two types of assessments: daily assessments in checkmarks and anecdotal notes.</p>

Based on the results of observations in the learning process at PAUD Ceria, the teachers prepared a Daily Learning Plan (RPPH), which contained three activities and one safety-backup activity. The DLP was created based on the consideration of the previous DLP. In one day, the teachers conduct daily assessments of students through ticks, assessment of work with narration, and anecdotal notes.

## Organizing

Several stages of task division in organizing must be performed with responsibility. The division of tasks is intended so that each member can improve their skills, specifically in performing the functions that have been designated. Organizing requires much consideration to avoid a discrepancy between the member's skills and the work obtained so that it can trigger failure or non-optimal output (Manda, 2016:90).

## Evaluation

Educators use an authentic approach to assess early childhood education according to the 2013 curriculum. This involves ongoing evaluation of learning processes and outcomes to gauge the level of achievement in attitude competencies (spiritual and social), knowledge, and skills. Rather than solely measuring ability, this assessment prioritizes measuring what students can do (PEMENDIKBUD No. 146 of 2014 on 2013 Curriculum of Early Childhood Education).

**First**, Observation. During learning activities, observation is a helpful assessment method that allows for direct and indirect evaluation of various events that occur in students. Observation sheets can be used to record the practical aspects and results, with the specifics of the assessment dependent on its purpose. There are several tools to record the results of observations, such as checklists, anecdotal notes, and works in note form. (A4.05.08.2022).

**Second**, Interview/conversation. Teachers can gather information about their students' knowledge and reasoning by conducting interviews or conversations with them and their parents. This data collection technique allows a deeper understanding of a student's objective condition and comprehension of specific topics.

During the researchers' interview with Group B of PAUD Ceria in Ujungberung, Bandung, the teachers shared that they occasionally converse with the students to gather information. While this is not a frequent occurrence, it is done to obtain relevant insights. For example, student A usually arrives at school in a cheerful state, and they do not look so gloomy that day. To get such information, the teacher does it by talking directly to the student.

The assessment of conversations can be categorized into two types: structured and unstructured. Structured conversations are planned by teachers with specific times and guidelines. On the other hand, unstructured conversations evaluate students' ability to converse spontaneously about themselves, events around them, and other relevant topics without prior preparation.

According to the researcher's interview with the teachers at PAUD Ceria in Ujungberung, Bandung, conversations are typically spontaneous and direct without specific guidelines. If a teacher observes unusual events, they

immediately interview the students involved. Moreover, the teacher always focuses on students who need to catch up in their development and seeks information directly from the student or by contacting their parents.

**Third, Assignment.** It is a form of assessment that requires students to complete daily learning tasks within a specific timeframe, independently or as part of a group. Examples of assignments include growing tomatoes as an experiment and creating different shapes using plasticine.

According to interviews with class teachers at PAUD Ceria Ujungberung Bandung, it is evident that teachers and parents work together to provide care for students. While teachers take care of the students during school hours, parents take care of them at home. Both parties collaborate with a shared goal in mind.

**Fourth, Performance.** Performance assessment requires students to demonstrate their abilities through observable actions, such as singing, sports, dancing, and other performance-based activities. In this format, the teacher serves as a judge, evaluating the skills demonstrated by the students.

The performance assessment method is convenient for teachers to gather information and data about students' learning development progress. Teachers can easily describe the progress made by students during activities and vice versa. By observing and listening to students' reading, teachers can record brief descriptions of each student's development.

**Fifth, Medical Examination.** Getting a medical check-up for students is an effective way to identify any physical weaknesses or illnesses they may be experiencing. These examinations can be done within a month to detect potential issues early. Teachers can provide necessary prevention or treatment for students by working with medical professionals. It is important to note that teachers cannot perform these health checks themselves, but they can collaborate with medical teams to ensure the well-being of their students.

## **Interpretation**

### **Planning**

Distribution of songs by theme in early childhood learning is to discover old and new songs to distinguish the tone and rhythm of the songs. Participant statements can be added to use theme songs to identify new vocabulary.

There is an interpretation from the participants that the thematic use of songs in early childhood education is still developing only in linguistic and artistic aspects. It can be designed more socio-emotionally, motivating and encouraging students to learn. Students will be more focused because each song can give instructions or clues depending on the topic.

The perspective of ECE teachers regarding the use of songs according to the theme is able to develop students' language, artistic and socio-emotional aspects. Consistent with an expert opinion, music or songs can be used as a medium in an effective learning process for students through song, singing, and dancing. This can arouse students' learning motivation to be happy and cheerful. Students focus more on playing, singing, and learning.

## **Implementation**

During the learning process, the teacher simultaneously creates a Daily Lesson Plan (DLP), which takes into account the success of the previous DLP and assessment. DLP contains three activities; assertiveness activities, which have multiple functions as alternative activities for students to complete group activities faster, a method to transfer students from one activity to another, to exercise patience and control students' behavior while waiting for their turn and development of students' interests to the activities conducted by the teacher and safety (Yusuf dkk., 2018:16).

Teachers implemented a learning process to create an interaction with students in three stages; the pre-instructional stage, the instructional stage, and the closing stage of learning.

## **Conclusion**

Early Childhood Education (ECE) teachers should have trained pedagogical, social, personal, and professional competencies for building capacity, implementing and adjusting the perspective of students' needs. The process implemented is a thematic training involving planning, organization, and evaluation to meet the demands of increasing the professionalization of teachers. This aims to find the proper management

mapping to improve teachers' competence. ECE lesson plans were carried out by teachers at both research locations, incorporating the principles of assessment and implementation of optimal standardized training management according to the teachers' pedagogic competence on learning assessments. Positively involved various academic parties in planning to provide vital support in implementing motivational directions, teaching, mentoring, and coordination according to activity planning; and evaluation with supervision through monitoring.

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