



STRATEGIES AND MODELS OF HIMPAUDI MENTORING IN KRUI, WEST PESISIR, FOR DEVELOPING EARLY CHILDHOOD TEACHER PROFESSIONALISM

STRATEGI DAN MODEL MENTORING HIMPAUDI DI KRUI, PESISIR BARAT, UNTUK MENGEMBANGKAN PROFESIONALISME GURU PENDIDIKAN ANAK USIA DINI

Suliani^{1*}, Joko Pamungkas²

^{1*} Universitas Negeri Yogyakarta, Email: suliani.2025@student.uny.ac.id

² Universitas Negeri Yogyakarta, Email: joko_pamungkas@uny.ac.id

*email koresponden: suliani.2025@student.uny.ac.id

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Abstract

This study describes the strategies and mentoring model implemented by HIMPAUDI in Krui, West Pesisir Regency, to improve the professionalism of early childhood education teachers. This research employed a descriptive qualitative approach, with primary data collected through a structured interview with a HIMPAUDI board member in West Pesisir Regency. The findings show that HIMPAUDI mentoring is carried out through tiered training, curriculum and learning workshops, teacher working groups, seminars, mentoring, supervision, sharing of good practices, and socialization of professional ethics. The mentoring model is participatory, collaborative, continuous, needs-based, reflective, and ethical-professional. These activities strengthen teachers pedagogical, professional, social, and personal competencies, particularly in understanding child development, designing creative learning, developing learning media, adapting the curriculum, and maintaining professional responsibility. However, implementation is constrained by limited time, training costs, unequal access to information, varied teacher motivation, digital competence, and coastal geographical conditions. The study recommends strengthening local professional development through professional learning communities, mentoring cycles, digital support, and institutional collaboration among HIMPAUDI, local government, higher education institutions, and early childhood education providers.

Keywords : HIMPAUDI, Early Childhood Education, Teacher Professionalism, Professional Development, Mentoring Model.

Abstrak

Penelitian ini mendeskripsikan strategi dan model pendampingan yang diimplementasikan oleh HIMPAUDI di Krui, Kabupaten Pesisir Barat, untuk meningkatkan profesionalisme guru pendidikan anak usia dini. Penelitian ini menggunakan pendekatan kualitatif deskriptif, dengan data primer dikumpulkan melalui wawancara terstruktur dengan anggota pengurus HIMPAUDI di Kabupaten Pesisir Barat. Hasil penelitian menunjukkan bahwa pendampingan HIMPAUDI dilakukan melalui



pelatihan berjenjang, lokakarya kurikulum dan pembelajaran, kelompok kerja guru, seminar, pendampingan, supervisi, berbagi praktik terbaik, dan sosialisasi etika profesi. Model pendampingan bersifat partisipatif, kolaboratif, berkelanjutan, berbasis kebutuhan, reflektif, dan etis-profesional. Kegiatan-kegiatan ini memperkuat kompetensi pedagogis, profesional, sosial, dan personal guru, khususnya dalam memahami perkembangan anak, merancang pembelajaran kreatif, mengembangkan media pembelajaran, mengadaptasi kurikulum, dan menjaga tanggung jawab profesional. Namun, implementasinya dibatasi oleh keterbatasan waktu, biaya pelatihan, akses informasi yang tidak merata, motivasi guru yang beragam, kompetensi digital, dan kondisi geografis pesisir. Studi ini merekomendasikan penguatan pengembangan profesional lokal melalui komunitas pembelajaran profesional, siklus pendampingan, dukungan digital, dan kolaborasi kelembagaan antara HIMPAUDI, pemerintah daerah, lembaga pendidikan tinggi, dan penyedia pendidikan anak usia dini.

Kata Kunci : HIMPAUDI, Pendidikan Anak Usia Dini, Profesionalisme Guru, Pengembangan Profesional, Model Mentoring.

1. INTRODUCTION

Early Childhood Education is an important foundation for human resource development because children experience very rapid growth and development during the early years. The quality of early childhood education services is strongly influenced by the competence of teachers who interact directly with children in play and learning processes. Early childhood teachers do not only deliver learning materials, but also serve as facilitators, observers of child development, managers of the learning environment, communicators with parents, and role models of values and character for learners.

The professionalism of early childhood teachers needs to be developed systematically and continuously. Darling-Hammond, Hyler, and Gardner (2017) explain that effective professional development must focus on teachers needs, encourage active learning, provide opportunities for collaboration, and be implemented continuously. Desimone (2009) adds that the quality of professional development is influenced by content focus, coherence, duration, active learning, and collective participation. Therefore, mentoring for early childhood teachers requires a planned, contextual approach that is closely related to teachers needs in the field.

In this context, professional organizations have a strategic position. A professional organization can become a forum for competency development, strengthening professional identity, advocating welfare, socializing codes of ethics, and building learning networks among teachers. HIMPAUDI, as a professional organization for early childhood educators and education personnel, plays an important role in mentoring early childhood teachers, including in Krui, West Pesisir Regency. Based on an interview with a HIMPAUDI board member in West Pesisir Regency, the organization functions as a forum for early childhood educators, a government partner, and a driver for improving teachers competence and welfare.

Krui, as part of West Pesisir Regency, has coastal regional characteristics that create particular challenges for teacher development. These challenges include access to information, training costs, distance between areas, varied teacher motivation, curriculum adaptation, and the need to improve digital competence. Therefore, the strategies and mentoring model implemented by HIMPAUDI in this area need to be examined in order to describe how a professional organization works in a local context.

This study aims to describe HIMPAUDI mentoring strategies, identify the mentoring model that is implemented, explain its impact on early childhood teacher professionalism, and outline the challenges of mentoring in the Krui area of West Pesisir. This study is expected to contribute to the development of a more contextual, collaborative, and sustainable model of early childhood teacher mentoring.



2. RESEARCH METHOD

This study used a descriptive qualitative approach. This approach was selected because the study sought to understand HIMPAUDI mentoring strategies and models in depth based on organizational experience, views, and practices in the field. Qualitative research is appropriate for exploring meanings, processes, and social contexts that cannot be explained only through numerical data (Creswell & Poth, 2018).

The main data source was a structured interview with a HIMPAUDI board member in West Pesisir Regency, namely Nora Emyana, S.Pd., Gr., Vice Chair III of HIMPAUDI West Pesisir Regency, who had joined the organization for approximately seven years. The interview focused on four indicators: the existence of a professional organization, specific education and training, technical and intellectual competence of early childhood teachers, and the code of ethics and standards of professional practice.

Data analysis was carried out through data reduction, thematic classification, interpretation, and drawing conclusions. The interview data were connected with theories of teacher professional development, professional organizations, professional learning communities, and early childhood teacher competencies. To maintain interpretive accuracy, the findings were organized based on the main themes that emerged from the informants responses.

3. RESULT AND DISCUSSION

A. The Role of HIMPAUDI as a Professional Organization

The interview results show that HIMPAUDI serves as a forum for early childhood educators to improve professionalism, advocate teacher welfare, and become a partner of the government in developing early childhood education. This role indicates that HIMPAUDI is not merely an administrative organization, but also a professional community that supports the improvement of early childhood teacher quality.

As a professional organization, HIMPAUDI strengthens teachers professional identity through training, workshops, seminars, mentoring, and routine meetings. This role is consistent with the concept of a professional learning community, which emphasizes collaboration, reflection, and orientation toward improving learning practices (DuFour, 2004; Wenger, 1998). In such a community, teachers learn from colleagues experiences, build professional solidarity, and gradually improve educational practices.

HIMPAUDI also has an advocacy function. The informant explained that HIMPAUDI advocates incentives, certification, professional recognition, and moral and social support for early childhood teachers. This is important because teacher professionalism is not built only through pedagogical competence, but also through social recognition, welfare, and institutional support.

B. HIMPAUDI Mentoring Strategies in Krui, West Pesisir

HIMPAUDI mentoring strategies are implemented through several main activities. First, tiered training is used as a systematic strategy for improving competence. This activity helps teachers understand child development, play-based learning, classroom management, assessment, and early childhood learning planning. Second, curriculum and learning workshops are conducted to help teachers align learning practices with policies and learners needs.

Third, teacher working group activities provide a collective learning space for early childhood teachers. Through the teacher working group, teachers can discuss, share experiences, prepare learning tools, develop media, and solve learning problems. This strategy is in line with Hargreaves and Fullan (2012), who state that teachers professional capital develops through knowledge, collaboration, and collective responsibility.

Fourth, HIMPAUDI conducts mentoring and supervision. Mentoring helps teachers apply training results in classroom practice, while supervision is used to monitor and evaluate teachers competence in the field. Guskey (2002) emphasizes that professional development becomes



meaningful when it produces changes in knowledge, attitudes, learning practices, and learner outcomes. Therefore, training should be followed by mentoring so that changes in practice can occur.

Fifth, HIMPAUDI socializes the professional code of ethics. Early childhood teachers are directed to prioritize childrens interests, maintain good relationships with parents and the community, act professionally, and be responsible in carrying out their duties. This ethical aspect is very important because early childhood teachers work with young children who need protection, affection, and safe interactions.

C. HIMPAUDI Mentoring Model

Based on the research findings, the HIMPAUDI mentoring model can be formulated as participatory, collaborative, continuous, needs-based, reflective, and ethical-professional. The participatory model can be seen from teachers involvement in organizational activities, training, routine meetings, and teacher working groups. Teachers are not positioned merely as program recipients, but as subjects who participate in building their professional development process.

The collaborative model is reflected in the relationship among HIMPAUDI, early childhood teachers, early childhood institutions, and local government. Collaboration is needed because improving teacher professionalism requires policy support, resources, funding, and institutional networks. The continuous model is seen in activities that are not merely incidental, but are implemented through training, workshops, supervision, and mentoring on a regular basis.

The needs-based model is reflected in training materials that are directly related to teachers needs, such as child development, creative learning methods, learning media production, and the early childhood curriculum. This approach is consistent with the principles of adult education, which emphasize relevance, experience, and the needs of training participants (Knowles, Holton, & Swanson, 2015).

The reflective model is seen in activities for sharing good practices and supervision. Through reflection, teachers can assess the strengths and weaknesses of their learning practices. Meanwhile, the ethical-professional model is reflected in the socialization of the code of ethics and the development of professional attitudes. Thus, HIMPAUDI mentoring not only improves technical skills, but also builds the moral responsibility of early childhood teachers.

D. The Impact of Mentoring on Early Childhood Teacher Professionalism

HIMPAUDI mentoring has an impact on improving teachers creativity, professionalism, and ability to create enjoyable and meaningful learning. The informant stated that training helps teachers become more creative in developing learning methods and media. This is important because early childhood learning must be consistent with the characteristics of children who are active, playful, exploratory, and learn through concrete experience.

The impact of mentoring is also reflected in the strengthening of four teacher competencies: pedagogical, professional, social, and personal competence. Pedagogical competence relates to understanding child development and designing learning. Professional competence relates to mastery of early childhood content and learning strategies. Social competence relates to communication with children, parents, the community, and colleagues. Personal competence relates to role modeling, responsibility, and teacher integrity.

Mentoring through teacher working groups and professional organizations also strengthens professional networks among teachers. Teachers can support each other, exchange experiences, and build shared solutions to learning problems. In coastal areas, this network is important because not all teachers have equal access to formal training. With a professional community, teacher learning can continue even when resources are limited.

E. Challenges of Mentoring

HIMPAUDI mentoring in Krui, West Pesisir, still faces several challenges. Based on the interview results, the main challenges include limited time, training costs, access to information, varied teacher motivation, curriculum adaptation, technology use, and lack of continuous training. These



challenges indicate that early childhood teacher development requires systemic support and not only organizational initiative.

Time limitations occur because early childhood teachers have workloads that include learning activities, administration, media preparation, communication with parents, and institutional activities. Training costs are also an obstacle, especially for early childhood teachers whose welfare is not evenly distributed. Therefore, funding support is needed from local government, early childhood institutions, higher education partners, and professional organizations.

Access to information and digital competence are also important challenges. Not all teachers receive training information quickly and evenly. HIMPAUDI can strengthen its communication system through official digital groups, regional coordinators, and member databases. However, the use of technology in early childhood education must remain wise, safe, and appropriate to childrens developmental stages.

Varied teacher motivation needs to be managed through a humanistic approach. Some teachers have a strong desire to develop, while others need support and recognition. HIMPAUDI can provide appreciation for teachers good practices, open spaces for sharing experiences, and design programs whose benefits are directly felt by teachers in early childhood education units.

F. Recommendations for Strengthening the Mentoring Model

The strengthening of HIMPAUDI mentoring can be directed toward an integrated local professional development model. This model includes needs assessment, professional learning communities, mentoring cycles, digital support, and institutional partnerships. Needs assessment is important so that mentoring programs truly respond to teachers problems in the field and do not become merely routine organizational activities.

Teacher working groups need to be strengthened as professional learning communities. Each group can have a specific agenda, such as learning media development, assessment of child development, inclusive education, or communication with parents. Teacher working group activities should produce concrete outputs, such as teaching tools, learning media, reflection notes, or documentation of good practices.

The mentoring cycle can be carried out through the stages of training, planning, classroom practice, observation, feedback, reflection, and improvement. Through this cycle, training does not stop at seminars but continues into changes in learning practice. Digital support also needs to be developed through simple modules, training recordings, learning media banks, and online consultation.

Institutional partnerships need to be strengthened among HIMPAUDI, local government, higher education institutions, and early childhood education units. Local government can support policy and funding, higher education institutions can support research and theory-based mentoring, while early childhood education units become spaces for implementation. This collaboration will make teacher mentoring more directed, sustainable, and appropriate to local needs.

4. CONCLUSION

HIMPAUDI has a strategic role in developing the professionalism of early childhood teachers in Krui, West Pesisir Regency. As a professional organization, HIMPAUDI functions as a forum for gathering, a means of improving competence, a space for welfare advocacy, a government partner, and a professional community for early childhood educators.

HIMPAUDI mentoring strategies include tiered training, curriculum and learning workshops, teacher working group activities, seminars, mentoring, supervision, sharing good practices, and socialization of the professional code of ethics. These strategies are relevant to the principles of teacher professional development because they combine knowledge improvement, collaboration, practice, reflection, and peer support.

The HIMPAUDI mentoring model can be conceptualized as participatory, collaborative, continuous, needs-based, reflective, and ethical-professional. This model contributes to strengthening



pedagogical, professional, social, and personal competencies of early childhood teachers. However, its implementation still faces challenges related to time, cost, access to information, teacher motivation, curriculum adaptation, digital competence, and coastal geographical conditions.

This study recommends strengthening mentoring based on local needs through professional learning communities, mentoring cycles, digital support, and institutional partnerships. Further research is recommended to involve more informants, including early childhood teachers, heads of early childhood education units, parents, and regional policy makers, so that the mentoring model can be evaluated from multiple perspectives.

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