The Influence of Teachers' Competence in Modern Era On Young Children's Motivation And Role-Play Activities

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ABSTRAK. *Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi guru di era modern terhadap motivasi dan kegiatan bermain peran anak usia dini di TK/RA (TK) Tri Putri Kota Makassar. Metode yang digunakan dalam penelitian ini adalah kuantitatif dengan desain asosiatif yang bertujuan untuk mengetahui pengaruh antara dua variabel atau lebih. Variabel penelitian ini adalah kompetensi guru, motivasi, dan aktivitas bermain peran. Populasi dan sampel berjumlah 43 siswa TK/RA Tri Putri Kota Makassar yang dipilih secara purposif. Penelitian ini menganalisis data melalui Partial Least Square (PLS). Hasil penelitian menunjukkan bahwa: 1) motivasi berpengaruh terhadap aktivitas bermain peran, artinya semakin tinggi aktivitas bermain peran maka semakin tinggi pula motivasinya; 2) kompetensi guru berpengaruh terhadap motivasi, artinya semakin tinggi kompetensi guru maka motivasinya semakin besar; 3) kompetensi guru berpengaruh terhadap kegiatan bermain peran. Artinya semakin tinggi kompetensi guru maka semakin tinggi pula kegiatan bermain peran; 4) kegiatan role play dapat memediasi kompetensi guru terhadap motivasi.*

Kata Kunci : *Kompetensi Guru; Motivasi; Bermain Peran*

ABSTRACT. *The study aims to analyze the influence of teachers' competence in the modern era on young children's motivation and role-play activities at TK/RA (Kindergarten) Tri Putri, Makassar City. The method employed in this study was quantitative with associative design, which aims to identify the influence between two or more variables. The variables of this study were teachers' competence, motivation, and role-play activity. The populations and samples were 43 TK/RA Tri Putri Kota Makassar students selected purposively. This study analyzed the data through Partial Least Square (PLS). The findings show that: 1) motivation influences the play role activities, meaning that the higher the role-play activities, the higher the motivation; 2) teachers' competence influences the motivation, meaning that the higher the teachers' competence, the bigger the motivation; 3) teachers' competence influence the role-play activities. It means that the higher the teacher's competence, the higher the role-play activities; 4) role-play activities could mediate teachers' competence on motivation.*

Keyword : *Teachers' Competence; Motivation; Role-Play Activities*

INTRODUCTION

Young children have various characteristics, like being unique, active, and dynamic, having high curiosity, and being excellent imitators [1]. Parents or teachers could significantly develop their character in early childhood [2]. Early childhood education aims to guide children from when they are six months old to stimulate them physically and psychologically for their further education [3], [4]. Early childhood education is performed before elementary school, and in Indonesia, the institution is named Taman Kanak-kanak (TK) [5],[6]. TK is a formal education for children aged 4-6 years [7], [8]. Kids aged 4-6 years took the TK before entering the elementary school (Sekolah Dasar / SD) [9]. TK facilitates basic needs for children's development in some aspects, including attitude, behavior, knowledge, skill, and creativity, which are necessary for their further development [10].

Children in the golden age will experience rapid social, emotional, language, physical, and motor development [11], [12]. The children's abilities can be improved through particular teaching techniques, and they should be selected carefully to successfully achieve the learning target. A proper technique will lead to an effective and efficient learning process [13]. Therefore, teachers have to determine the best technique to provide a real description of the learning, and they should be facilitated to practice it, which could be through, one of them, role-play. Role-play is a fun activity [14]. Furthermore, role-play is an activity for getting enjoyment. It is a counseling guidance technique carried out consciously while discussing the roles in a group [15]. Santrock also stated that role-play allows students to solve frustration and could become a medium for therapy experts to analyze conflicts and solutions [16].

Therefore, role-play can develop the knowledge as it involves students developing their creativity by allowing them to explore their imagination or knowledge actively. Because students will more easily understand something through the learning experience, the knowledge will last longer in their memory. Role-play is a method to master learning materials by developing the students' imagination and appreciation. It could be done by playing a role as the living or unliving thing. The game is usually performed by more than one person, depending on what they play. Students received role cards and should learn and practice them based on a set of rules. Nurhasanah argued that it could train students to solve problems psychologically and make them understand them better because it will be clearer and easier to understand by students [17].

Students are very enthusiastic about paying attention to the learning activities if they are relevant to their daily lives. The role-play technique is a learning method for facilitating this aspect for a learning process. According to Silalahi, the method's strength is that it could train students to understand and memorize the materials they will play [18]. Another advantage of role-play, according to Mahyuddin, is that it facilitates a new experience for students so that it can trigger their interest in playing the role [19]. Herlina explained that role-playing could develop the students' imagination and appreciation by playing a living or unliving thing [15]. Role-playing can

involve all students as actors, regardless of age and the issues to be discussed, so they will be enthusiastic to learn and play.

It could be concluded that role-play is a learning technique facilitating students to pretend to be, for example, a historical figure in a particular situation. Therefore, role-play is a technique that invites students to pretend to play the roles of the figures in history. Developing imagination and appreciation skills happens when they play the role as living or unliving things [20]. Motivation is a push, willingness, and need to perform a particular activity. Therefore, motivation can be defined as the strength directing to perform an activity for a particular purpose. Motivation initiates an act [21]. Motivation comes from the word motif, which means the power to drive someone to do particular activities. According to Suryaningtyas, motivation is a stimulant, a conscious effort to influence behavior to be willing to perform something for particular goals" [22].

Based on some of the experts' views presented above, it can be concluded that motivation is a push or a driver from the inner self of the students to have a new attitude, which holistically becomes a new experience with the environment. Motivation and learning are highly correlated. Learning is the process of changing the attitude through experience and exercises. Motivation is an internal push to perform activities to achieve particular goals. Someone can do learning activities because there is an internal push, which is the learning motivation. Learning motivation is the process of providing encouragement and direction that increases behavioral persistence. It means that being motivated means being full of energy and well-directed, and those last long [16]. Learning motivation is the students' tendency to perform learning activities, which is driven by the willingness to achieve the best output. Based on this discussion, it can be concluded that learning motivation is the internal or external driver that realizes learning activities to change the attitude to achieve a particular goal.

The quality of role-playing is highly dependent on some factors, including competence. Each teacher has a different competence. It is influenced by their professional training and how long they have taught. A competent teacher has good teaching preparation, mastery of learning material, the ability to connect the material and main topic that will be taught, teaching strategy, the technique to deliver material, and the ability to develop a systematic lesson plan and syllabus, which could describe the main material, and the ability to develop each indicator in the main material. Based on the discussion, the researchers were interested in investigating the influence of teachers' competence in the modern era on young children's motivation and role-play activities.

METHOD

This associative study aims to identify the correlation between two or more variables [23]. The study employed a quantitative approach to measure the influence of the independent variable (teachers' competence = X) on the dependent variable (motivation = Y_1; role-play activities = Y_2). The quantitative method is used to study a population or sample. The research population was students at TK/RA Tri Putri Kota Makassar, totaling 43. The samples were selected through a *purposive sampling*

technique. The technique is employed when the samples should be selected according to the research purposes [24]. The samples here were 43 students. *The data* were collected using research instruments and analyzed quantitatively / statistically to test the formulated hypothesis.

Survey data were collected using a questionnaire distributed to research samples. It contained a number of questions based on the research indicators, and they were interpreted into numbers using the Likert scale. Data were analyzed through *the Partial Least Square* (PLS) approach using the *software Smart PLS*. PLS is a Structural Equation Model (SEM) based on component or variance. PSL analyzes two aspects: *The outer Model* and the *measurement model*. Three criteria in assessing the *outer model* are *Convergent Validity*, *Discriminant Validity*, and *Composite Reliability*. *Convergent Validity assesses the indicator reflection based on the* item *score/component score* using PLS. The individual reflection is categorized as high if the correlation is higher than 0,70 from the construct. For the initial study, the measurement scale development with the loading value 0.5-0.6 is considered feasible. *Discriminant validity* of the measurement model's indicator reflection is measured based on measurement *cross-loading* with construct. If the construct correlation has higher measurement items than another construct, it indicates that the latent construct predicts the size in their block better than in other blocks. Another method to assess the Discriminant Validity is to compare the scores of the Root of Average Variance Extracted (AVE) in every construct to the correlation between the constructs in the model. If the AVE score of each contract is higher than the correlation value between constructs in the model, the Discriminant Validity is considered good. The recommended AVE value is above 0.50. The composite reliability of block indication, which measures a construct, can be evaluated through two measuring models, *internal consistency* developed by Wert *et al* [25]*.* Measuring the *inner Model* or *Structural Model*. The assessment of *the inner* or structural model aims to find the correlation between the construct, the significance value, and the R-square of the research model. The structural model is evaluated using r-square for the dependent construct, *the Stone-Geisser Q-square test* for *predictive relevance,* and the t-test and significance test for the parameter coefficient of the structural path. Assessing a model with PLS starts with identifying the R-square of each dependent variable. The change in the R-square value indicates the substantive influence of the independent latent variable on the dependent latent variable.

RESULT AND DISCUSSION

There are three criteria for using the data analysis technique of SmartPLS to assess the outer model value: *Convergent Validity, Discriminant Validity, Composite Reliability,* and *Average Variance Extracted (AVE).*

Convergent validity of the measuring model with indicator reflexive value based on the correlation between score item/ component score estimated by PLS Software. The individual reflexive is considered higher if it correlates above 0.70 with the measured construct. In this study, the loading factor value is above 0.70. based on the

following table, all outer loading values > 0.60, meaning that all research items fulfill the criteria. Data of outer loadings are shown in Table 1 below:

Table 1 Outer Loadings

Indicators	Research Model
Teachers' Competence	
X11	0.781
X12	0.807
X13	0.821
X14	0.777
X15	0.731
Motivation	
Y1	0.804
Y2	0.788
Y3	0.817
Y4	0.800
Role-play Activities	
Z1	0.700
Z2	0.726
Z3	0.779
Z4	0.816
Z5	0.722
Z6	0.698

Source of Data: Processed Primary Data

Based on the SmartPLS, as presented in Table 4.1, the outer model values or correlation values between the construct and variable fulfilled the convergent validity. The outer loading was estimated using PLS. Based on the output, all items were considered valid because all loading factors exceeded 0.6.

Discriminant Validity Analysis, after ensuring that all indicators of the latent variables were constructed, the next stage was to perform a discriminant validity test. The discriminant validity test aims to ensure that the scale does not have two constructs that measure two similar things, indicated by the correlation value of each construct < 0.90. If the construct reaches 0.90 or above, multicollinearity between constructs will exist. The results of the discriminant validity test are presented below:

Table 2. Discriminant Validity

	Motivation	Role Play Activities	Teacher Competence
X1	0.591	0.634	0.781
X1	0.641	0.652	0.807
X1	0.568	0.570	0.821
X1	0.553	0.619	0.777
X1	0.513	0.497	0.731
Y1	0.804	0.655	0.554
Y2	0.788	0.591	0.561
Y3	0.817	0.613	0.674
Y4	0.800	0.547	0.558
z1	0.536	0.700	0.516
z2	0.502	0.726	0.506
z3	0.562	0.779	0.564
z4	0.570	0.816	0.636
z5	0.580	0.722	0.544
z6	0.584	0.698	0.609

Source of Data: Processed Primary Data

The table above shows that the variables were not multilinear because each construct measures different aspects. It is proven by the correlation value between constructs lower than 0.90.

Evaluating the *Reliability* and *Average Variance Extracted (AVE)*. The validity and reliability criteria can also be based on the reliability value of a construct and the *Average Variance Extracted (AVE)* score of each construct. A construct is highly reliable if the score is 0.70 and the AVE is above 0.50. Table 3 below presents the values of *Composite Reliability* and AVE of all variables:

Table 3. Outer Model, AVE, Composite Reliability

Variables	AVE	Composite Reliability	Note
Motivation	0.644	0.878	Reliable
Role-play activities	0.550	0.880	Reliable
Teachers' competence	0.615	0.888	Reliable

Source of Data: processed primary data

Based on Table 3, all constructs fulfill the reliability criteria. It is shown by the *composite reliability* value above 0,70 and AVE > 0,50.

Results of the Feasibility Test of the Model (Inner Model). The inner model or structural model test aims to see the research model's construct correlation, significance value, and R-square. The structural model is evaluated using R-square for the t-test dependent construct and the significance of the parameter coefficient of the structural path. Assessing the model with PLS starts by looking at the R-square of each dependent latent variable. Table 5 presents the estimation of R-square using *SmartPLS*.

Table 4. *R-Square value*

| Variables	R-Square
Motivation	0.627
Role-play activities	0.582

Source of data: Processed Primary Data

Table 4 shows the R-square value of the motivation variable, which is 0.672. It means that the construct variability of motivation can be explained by the construct variability of teachers' competence and role-play activity, which is at 62.7%, while the rest are determined by other variables that are not investigated in this study. The bigger the R-square value, the better the independent variable explains the dependent variables, so the structural equation could be better. On the other hand, the variable of role-play activity got a value of 0.582. It means that the construct variability of role-play can be explained by the construct variability of teachers' competence and motivation, which is at 58.2%, while the rest are influenced by other variables not included in this study. The bigger the R-square, the better the independent variable determines the dependent variable, so the structural equation improves.

Test of Hypothesis, the significance of the parameter being estimated gives useful information about the correlation between research variables. The basis to test the hypothesis is the score of output result for inner weight. Table 5 estimates the output for the structural model test. SmartPLS statistically tests each hypothesized correlation through simulation. In this case, samples underwent a bootstrap test. The bootstrap test aims to minimize the nonnormality case in the study. The results of the bootstrapping test from SmartPLS analysis are as follows:

The significance value of the hypothesis was tested using the path coefficient value [26]. The test aims to estimate the path coefficient and t-statistic value with the significance of $\alpha=5\%$. The one-tailed hypothesis is accepted if the t-statistic is higher

than the t-table, which was at 1,984. Following is the value of the *path coefficient* of the main hypothesis test.:
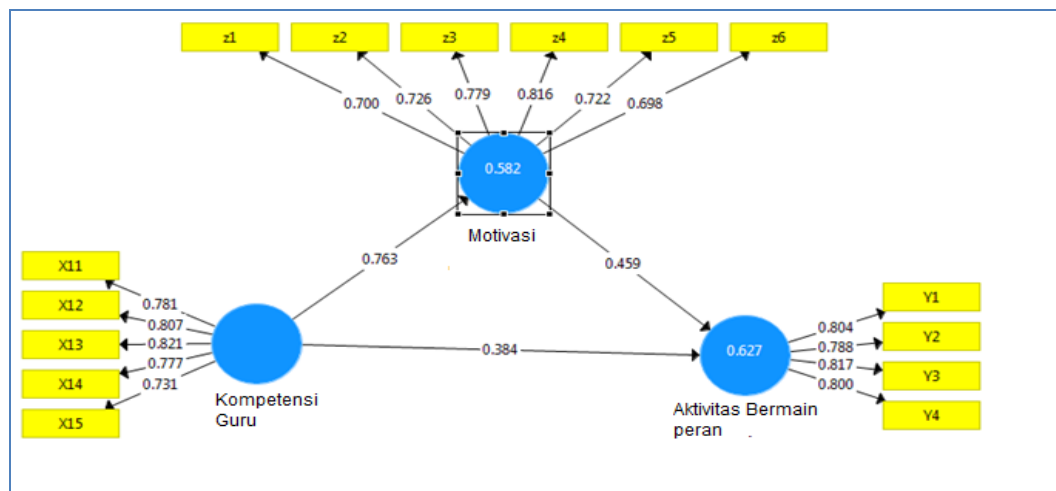
Motivasi: Motivation
Kompetensi guru: teachers' competence
Aktivitas bermain peran: role-play activities
Figure 2 Results of *Bootstrapping*

Table 5. *Path Coefficient Value*

No.	Correlation		Original Sample	Samples Mean (M)	Standard Deviation	T-Statistic	P Values	Decision
1								Accepted
	Motivation Role-play activities	**->**	0.459	0.476	0.099			
2								Accepted
	Teachers' competence Motivation	**->**	0.763	0.737	0.040			
3								Accepted
	Teachers' competence Role-play activities	**->**	0.384	0.765	0.038			

Source of Data: Processed Primary Data

Motivation influences the role-play activities. Test of the role-play activities resulted in the statistic t-value of 4.634 with the P value of 0.000< 0,05 (sig level). This result proved that the hypothesis proposed in this study is accepted. It means that motivation influences role-play activities. The higher the role-play activities, the higher the motivation.

Teachers' competence influences motivation. Test on the teachers' competence resulted in a t statistic value of 18.306 with the P value 0.000 < 0,05 (sig level). The results indicate that the hypothesis proposed in this study, stating\ that teachers' competence influences motivation, is accepted. It means the higher the teachers' competence, the higher the motivation.

Teachers' competence influences role-play activities. The test on teachers' competence showed the t statistic score of 20.194 with the P value 0.000 < 0.05 (sig level). The results mean the hypothesis proposed in this study stating that teachers' competence influences the role-play activities is expected. It also means that the higher the teachers' competence, the better the role-play activities.

Results of the Mediation Test. The influence analysis aims to identify the power of one variable's direct and indirect influence on another variable.

Table 6. *Indirect Effects*

No.	Correlation	Original Sample	Sample Mean (M)	Standard Deviantion	T-Statistik	P Values
1	Teachers' competence -> role-play activities -> motivation	0.350	0.364	0.080	4.403	**0.000**

Source of Data: Processed primary data

Table 6 above shows that teachers' competence indirectly affects role-play activities through motivation with the p-values of 0,000 > 0,05 (significant).

This competency is a teacher competency related to the ability to understand students and convey learning according to these characteristics appropriately [27]. Early childhood educators must have skills in reflecting and analyzing their teaching activities. These characteristics need to be developed to improve teachers' abilities in developing advanced plans [28]. Optimizing teacher performance can be seen from how teachers prepare themselves, both facilities and infrastructure, in carrying out learning from home [29].

CONCLUSIONS

Based on findings and discussion, we conclude that: 1) motivation influences the play role activities, meaning that the higher the role-play activities, the higher the motivation; 2) teachers' competence influences the motivation, meaning that the higher the teachers' competence, the bigger the motivation; 3) teachers' competence influence the role-play activities. It means that the higher the teacher's competence, the higher the role-play activities; 4) role-play activities could mediate teachers' competence on motivation.

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