

The Principal's Role in Improving the Professionalism of Early Childhood Education Teachers at KB - TK Islam Al Azhar 29 BSB Semarang

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Abstract: Professional teachers are characterized by strong subject knowledge, a deep commitment to meeting students' needs, high moral awareness, and a well-developed sense of individual and collective identity. In early childhood education (PAUD), every student deserves proper support and care from both parents and teachers to receive appropriate educational stimulation. This study aims to analyze the role of the principal in enhancing the professionalism of PAUD teachers at KB-TK Islam Al Azhar 29 BSB Semarang. This research employs a descriptive qualitative approach, with data collected through observations and in-depth interviews. The principal and several teachers served as the primary subjects of the study. The findings reveal that the principal plays a vital role in promoting teacher professionalism through various strategies, including training programs, academic supervision, discussion forums, and regular performance evaluations. Furthermore, the principal fosters a supportive educational environment by implementing progressive school policies and collaborating with the foundation to improve teacher competencies. The study concludes that the active involvement of school principals in facilitating teachers' professional development is essential for establishing a high-quality learning environment and supporting the holistic development of early childhood learners. The implications of this study underscore the importance of sustained support from all school stakeholders in enhancing the competencies and performance of early childhood educators..

Keywords: ECD teachers, principals, early childhood education, professionalism, competency development

A. Introduction

Education is the central pillar in the development of human resources quality (Sanga & Wangdra, 2023). Education not only aims to transfer knowledge, but also shapes the character, morals, and attitudes of the nation's next generation (Arafat, 2021). In the education process, the role of teachers is vital, especially at the Early Childhood Education (ECE) level (Pratiwi et al., 2021). Education is currently considered the primary foundation for shaping the personality and potential of children for the future (Tambak & Lubis, 2022). Early childhood is an individual who is at a critical developmental period, where the experiences they get will form the basis of their behavior, abilities, and learning attitudes in the future (Filtru, 2018). Therefore, the professionalism and discipline of early childhood teachers are crucial to ensure that they provide high-quality education.

The development of science and technology has brought changes in almost all aspects of human life, where various problems can only be solved through efforts to master and improve science and technology (Hervina & Mukminin, 2023). These changes are beneficial to human life, but they have also brought humans into an era of increasingly fierce global competition. To be able to play a role in international competition, as a nation, we need to continue to develop and improve the quality of Human Resources (Taufikurrahman, 2023). Therefore, improving the quality of human resources is a reality that must be done in an organized manner, if we do not want this nation to lose the competition in the era of globalization (Latifah et al., 2024).

The pedagogical competence of PAUD teachers is expected to enhance discipline and responsibility in their duties as PAUD teachers. Regina & Wulandari (2023) showed that as the leader of an educational institution, the principal must influence their subordinates. According to Silvia & Rakhmawati (2021), a relationship exists between children's interest in learning during a pandemic and the pedagogical competence of certified PAUD teachers. Tarigan & Bukit (2022) suggested that teachers can employ strategies to manage fun learning for students' character development, thereby improving the quality of education in Indonesia. According to Najmiah (2021), this proves that the pedagogical competence of the research subjects has increased

during the two research cycles. From this, it can be concluded that the application of academic supervision can improve teachers' pedagogical abilities.

The role of the principal is crucial in developing the ability of PAUD teachers, as the principal serves as a learning leader with strategic responsibility for creating a conducive work environment, providing professional guidance, and encouraging continuous improvement of teacher competence. Through supervision, training facilitation, and providing motivation and appreciation, principals can shape a work culture that supports innovation and reflection on effective learning. Without strong support and leadership from principals, efforts to improve teacher quality and ECD services are often slow and undirected. Research by Nurhayati (2022) revealed that principals can improve the pedagogical competence of ECD teachers through training programs, encouraging teachers to attend outside training, and improving teachers' knowledge and qualifications. In addition, Latifah et al., (2024) showed that principals can improve teacher professionalism through Teacher Working Groups (KKG), training, and teacher meetings. Furthermore, research by Rosidah & Widayati, (2021) highlighted five indicators of the principal's role in improving PAUD teachers' discipline, including as an educator, leader, administrator, supervisor and motivator.

However, the reality on the ground shows that there are still many teachers who have not fully met the required pedagogical competencies, both in terms of learning planning, implementation, and evaluation oriented to the needs and characteristics of students. This is a real challenge in an effort to improve the quality of education evenly. In addition, research by Nur'aeni et al., (2021) shows that teachers' pedagogical competence has a significant influence on students' intellectual skills, reflecting the importance of mastering these competencies in the learning process.

Regarding the quality of human resources, schools are complex institutions because they encompass various dimensions that are interrelated and mutually determine one another (Ulfah et al., 2022). Schools require a high level of coordination, as the success of the school is directly tied to the principal's effectiveness as a leader (Yunus et al., 2021).

Teachers play a crucial role in facilitating learning in the

classroom. Improving students' knowledge, teaching, and learning is a teacher's obligation to create quality learning in the classroom. Therefore, teachers are required to possess competencies in accordance with the standards set by the Indonesian Ministry of Education and Culture. It is also stated in (RI, 2015) that competence is a set of knowledge, skills, and behaviors that teachers must possess, embody, and continually develop to improve their professionalism.

PAUD is a preschool education level that is specialized for children aged 0-6 years (Ita, 2020). Every student at the PAUD level is entitled to appropriate assistance and support from parents or teachers to receive suitable educational stimulation. Improper assistance and handling in early childhood will have an impact on their lives in the future (Ita, 2020). For this reason, every teacher must have professionalism in teaching. A teacher can be considered professional if they have completed their education and received specialized training related to their field. Additionally, the principal plays a crucial role in supporting teachers in enhancing their professional development.

Professional teachers are teachers who have strong knowledge, are committed to the needs of students, have high ethical awareness, and have a strong individual and collective identity (Wu et al., 2017). Carr (2005) revealed that there are five criteria of professionalism, namely: a) professions provide public services, b) involve expertise based on theory and practice, c) have different ethical dimensions that require expression in codes of practice, d) have organizations and regulations for recruitment and discipline, e) professional practitioners require a high level of individual autonomy, independence of judgment, for effective practice.

B. Method

The type of research the author will conduct employs a qualitative approach with a descriptive methodology. Qualitative methods are often referred to as naturalistic research methods, as they are conducted in natural settings (Sugiyono, 2017). The nature of this research is descriptive qualitative research. The point is that in qualitative descriptive research, the data collected is not in the form of numbers. Still, the data are derived from interview scripts, field notes, personal documents, memo notes,

and other official documents, so that the goal of this qualitative descriptive research is to describe and interpret objects as they are (Siswanto, 2023).

Qualitative data analysis is inductive, meaning it is an analysis based on the data obtained, where specific relationship patterns are then developed. The steps of qualitative research, according to Sugiono, are divided into three stages, namely: data reduction, data presentation, and conclusion drawing or data verification (Sugiyono, 2017).

This type of research is descriptive qualitative, employing a narrative analysis method, which aims to investigate the role of the principal in improving the professionalism of PAUD teachers. This research was conducted at KB TK Islam Al Azhar 29 BSB Semarang during regular learning hours over two weeks.

Respondents in this study include Mrs. Anita Soraya, the vice principal; Mrs. Selly Sanca Yudha, the Group A teacher; Mrs. Siti Robiah, the Playgroup teacher; and Mrs. Alfi Rohmaniyah, the Group B teacher. Observation will be carried out in several classes. For Group A, the session will be held in the Al Malik class. For Group B, it will be held in the As Salam class, and for the Playgroup, it will be held in the Ar Rahman class.

The data collection technique employed in this research utilized observation methods and in-depth interviews with sources, referring to the five criteria of professionalism as outlined by David. After the data is collected, it will then be analyzed using narrative analysis techniques to determine the role of the Principal in teacher professionalism. In addition, to support this research, researchers collected several previous studies as support.

Research conducted by Warih Anggi Pratiwi, Iis Prasetyo, and Monita Nur Shabrina, titled "Factors Affecting Kindergarten Teacher Performance," shows that teacher motivation significantly affects teacher performance. Then, research conducted by Efrida Ita, titled "Professional Development of Early Childhood Education Teachers (Study at Ade Irma Mataloko Kindergarten, Ngada Regency)," shows that the professional development of Ade Irma Kindergarten teachers is essential to be carried out by either the teachers themselves, institutions, or the government. Furthermore, research conducted by Ali Muhson, titled "Improving Teacher Professionalism: A Hope," revealed that professional

teachers are experts in their fields, capable of carrying out their duties with high competence and commitment.

C. Results and Discussion

Based on the results of observations during learning activities in the classroom, each teacher in groups A, B, and KB has met the criteria regarding the ethical dimension of expression. When learning in class, the teacher of group A, Mrs. Selly Sanca Pancawati, was able to express enthusiasm when telling fairy tales to students, which could attract students' attention, so that the learning process in the classroom looked conducive, and the students also looked serious while listening to the story read by Mrs. Selly. Occasionally, the students respond with surprise, fear, and laughter because they see Mrs. Selly's expressions when telling stories.

In addition, researchers found that principals possess sufficient scientific backgrounds in both managerial and pedagogical fields, enabling them to develop and guide teachers' professionalism. In practice, principals have teaching experience, insight into early childhood education, and strong leadership skills. On the other hand, adequate knowledge and skills are inseparable from the willingness to increase one's capacity through training, workshops, and other forums. Research by Haryati et al. (2021) shows that principals can improve teacher professionalism through Teacher Working Groups (KKG), training, and teacher meetings. In addition, research by Danial et al. (2022) highlighted the importance of digital-based academic supervision by principals in improving the professionalism of PAUD teachers. Furthermore, research by Khosiah & Maryani (2020); Sutarmanto (2012) emphasizes that pedagogical, personality, professional, and social competencies of ECD teachers are strongly influenced by principal leadership. These findings confirm that principals have a strategic role in developing ECD teachers' abilities through various approaches and programs that support continuous competency improvement.

KB - TK Islam Al Azhar 29 Semarang is a civilized and progressive Islamic school, as evident in the students from Group B. The teachers familiarize the students with ablution and *dhuha* prayer before the lesson begins. As for the KB group, although it

is the lowest group, Mrs. Robi, the class teacher, has accustomed the students to greet one another and put their right foot forward before entering the classroom. From some of the observations above, it can be concluded that of the five elements according to David, KB-TK Islam Al Azhar 29 BSB Semarang has fulfilled three of the five elements according to David (2000), namely: a) involves expertise based on theory and practice, b) has an ethical dimension in expression, c) professional practitioners require a high level of individual autonomy, independence of judgment, for effective practice.

1. The principal's role in teacher professional development

Based on the results of interviews conducted by Mrs. Anita Soraya as deputy principal of Al Azhar Islamic Kindergarten, she said, *"The principal actively conducts coaching by providing regular feedback, either through performance evaluations, discussions, or mentoring. This coaching is considered very helpful for teachers to improve their pedagogical skills."* Previous studies suggest that intensive and continuous coaching can significantly improve teacher effectiveness, especially in terms of pedagogical skills (Glover et al., 2023; Kraft et al., 2018). Constructive feedback from principals helps teachers to reflect on their teaching practices and identify areas for improvement. This aligns with the researchers' findings, which indicate that regular coaching not only enhances teachers' competencies but also fosters a relationship of confidence in addressing classroom challenges.

In addition to internal coaching, principals also actively send one to three teachers as school representatives to attend teacher performance improvement training, aiming to enhance the professionalism of educators. Through training organized by the City Education Office and training organized by the Al Azhar Islamic Boarding School Foundation, as a Partner Foundation. According to Sarah et al. (2023), practical training should include hands-on practice, reflection, and ongoing support to ensure changes in teaching practice. By attending external training, teachers at Al Azhar Islamic Boarding School not only gain new knowledge but also have the opportunity to share experiences with teachers from other schools. This will enrich insights for educators and encourage innovation in learning.

2. The principal's role in providing training programs

The principal also organizes regular in-house training by inviting competent resource persons related to the professional development of teachers, which is a hot topic at that time. The narrative of Mrs. Alfi also supports this as a Group B teacher who has attended training with PAUD Al Azhar teachers in Central Java and DIY in Sragen, saying that the trainings attended are all related to the needs of teachers to improve work professionalism. According to Mrs. Selly, the principal, during the interview, stated, "The principal provides useful training or workshops, both in the form of face-to-face training and online activities, to improve teaching skills and classroom management." This facilitates teachers to share experiences and knowledge through discussion groups or teamwork. In these activities, each teacher is allowed to convey the latest ideas related to lesson plans that will be given to children. In this activity, each teacher will also get a refresher.

Additionally, this activity aims to address current issues relevant to teacher professional development. Wang et al. (2021) emphasized that internal training can create an environment and share best practices. Additionally, principals facilitate discussion forums among teachers to discuss lesson plans and classroom management strategies. These activities not only enhance teaching skills but also foster stronger bonds among teachers.

Activities organized by principals play a crucial role in enhancing the quality of education in schools. Effective teacher training should be sustainable, collaborative, and relevant to teachers' needs (Asterhan & Lefstein, 2024; Darling-Hammond et al., 2017). With regular training, teachers can continue to develop their competencies in accordance with the times and the needs of learners. This training encompasses a range of topics, including classroom management strategies, the application of technology in learning, and innovative teaching methods. Additionally, the training is designed to enhance communication and collaboration skills among teachers. Thus, teachers will be better equipped to address classroom challenges and provide a more effective learning experience for students. Overall, a sustainable training program will have a positive impact on the quality of education in schools.

In addition to conducting regular training, principals also

have a role in determining the type of training that suits teachers' needs. Decisions on training themes and materials are based on the results of evaluations of teacher performance and ongoing educational developments. Guskey (2000) emphasizes the importance of training evaluation to ensure the impact on teaching practices and student learning outcomes. With this approach, the training provided will be more relevant and helpful in improving teachers' skills in teaching. Targeted training also helps teachers in implementing new methods that are more effective in increasing student engagement in the learning process. Additionally, principals need to ensure that training encompasses a variety of learning methods, both offline and online, to make it more flexible and accessible to teachers. According to UNESCO (Burns, 2023), in its report on technology in education, every teacher has the same opportunity to continue developing professionally.

The training held not only aims to improve individual competence, but also to strengthen cooperation and collaboration with other teachers. Through training, teachers have the opportunity to discuss, share experiences, and find solutions together to challenges faced in the learning process. According to Stutchbury et al. (2025) In their research about 21st-century skills, they emphasize the importance of collaboration and innovation in learning. This activity also encourages the creation of an active learning community, where teachers can support one another in best practices in the classroom. In addition, the cooperation established through training can improve coordination between teachers in developing effective curriculum and learning strategies. With a collaborative environment, teachers can be more creative in designing learning activities that attract learners' attention. Ultimately, good collaboration between educators will have a positive impact on the overall quality of learning.

As an educator's responsibility, the principal must also ensure that the provided training has a real impact on improving learning. Therefore, an evaluation of the training's effectiveness should be conducted periodically to measure the extent of the benefits obtained by teachers. Feedback from teachers is necessary to refine the training program and better tailor it to meet the needs of teachers in the field. Additionally, the evaluation results can serve as a basis for designing more effective training that aligns with

educational development. Principals can cooperate with external parties, such as training institutions or academics, to ensure that the materials provided are always up-to-date and research-based. According to Kusumaningrum et al. (2024) in their research, collaboration with external parties can improve the quality and relevance of training. Through continuous evaluation, the training program can be continually improved, ultimately supporting teacher professionalism in the long run.

3. Principal leadership in shaping a positive environment

A positive work environment has a significant impact on the performance and enthusiasm of teachers in fulfilling their educational responsibilities. According to Mrs. Anita, as the principal during the interview, “The principal is very successful in creating a positive work environment, with a leadership approach that is supportive, attentive, and accessible. This makes teachers feel valued and motivated”. According to Sun et al. (2024) in a previous study, supportive and inspirational leadership from principals can create a conducive work atmosphere, which in turn increases teacher motivation and productivity. Principals play a crucial role in creating a conducive work environment by implementing supportive and inspirational leadership. Through open communication and a caring approach, principals can build harmonious relationships with teachers. In a study reviewed by Murray (2021), it is said that when teachers feel supported and valued, they will be more motivated to improve the quality of learning in the classroom. Therefore, good principal leadership can create a comfortable and productive work environment.

In addition to creating a positive work environment for teachers, principals also play a role in building a school culture that supports learners. According to Azorín & Fullan (2022), values such as discipline, honesty, and cooperation implemented by principals can form a comfortable and pleasant learning environment for learners. Principals should also ensure that all elements of the school, including staff and learners, respect one another and work together to create a harmonious atmosphere. Sarempaa (2021) worked together in creating a harmonious atmosphere. Sarempaa (2021) added that a conducive school environment will make it easier for learners to concentrate on learning and develop their potential. Thus, the principal’s leadership not only affects teachers

but also the welfare and development of students.

One way principals can build a positive environment is by showing appreciation to teachers for their hard work and dedication. Arslankara et al. (2025) assert that appreciation, whether in the form of praise, formal rewards, or professional development opportunities, can increase teacher motivation and innovation. A teacher who is treated well and appreciated will be more motivated to work better and innovate in teaching. Additionally, principals can create self-development programs that offer teachers opportunities to enhance their skills. Support and appreciation from school leaders can increase teachers' enthusiasm in carrying out their duties and obligations.

Principal leadership is also reflected in their ability to overcome problems that arise in the school environment. In a previous study conducted by Carver-Thomas et al. (2022), it is said that effective principals must be able to be good mediators in resolving conflicts between teachers, students, and school staff. With a wise and fair approach, principals can create a harmonious atmosphere and prevent tensions that can disrupt the teaching and learning process. Additionally, principals need to provide guidance and support to teachers who encounter difficulties in fulfilling their duties. Musa et al. (2022) added that solutive and collaborative leadership can encourage schools to become a comfortable and supportive environment for all parties.

Finally, the principal must be able to serve as a role model in shaping a positive school environment. Murray (2021) emphasized that the professional attitude, integrity, and empathy shown by the principal will set an example for teachers to contribute to creating a conducive atmosphere. UNESCO (Burns, 2023) In its study on global education, it also emphasized the importance of strong and caring leadership in fostering a supportive learning environment. With effective leadership, schools can become relaxed and supportive environments for learning and working for the entire school community, including teachers, learners, and other staff.

4. Rewards and recognition of teacher performance

Rewards and recognition of teacher performance are one form of appreciation that can increase motivation and morale. In an interview conducted with Mrs Novi Hastuti, a group B teacher, said

that 'The principal gives proper awards for their achievements, such as recognition at school meetings or giving awards at annual events'. According to Hidayah et al. (2024), if principals give awards, both in the form of praise and formal awards, teachers will feel appreciated for their efforts and dedication. This creates a positive work environment where every teacher feels motivated to develop and give their best in teaching students. Additionally, rewards can also serve as encouragement for other teachers to enhance their professional development. Thus, an appreciative work culture will be established in the school environment.

In addition to awards in school meetings, principals can also provide recognition in various other forms. For example, teachers who show achievement can be allowed to attend relevant training workshops in their field. According to Collie (2023), this initiative in the form of professional development support is not only a reward, but also helps improve teacher competence. In addition, awards can be presented in the form of certificates, trophies, or simply words of encouragement delivered directly. With various forms of appreciation, teachers will feel more valued and more motivated to improve the quality of their teaching.

Awards given by principals can also create healthy competition among teachers. According to Imron, (2023) With appreciation for performance, teachers will be encouraged to continually provide innovative learning experiences and improve their skills. Healthy competition will have a positive impact on the quality of learning in schools. With a supportive and appreciative environment, the working atmosphere in schools will become more comfortable and productive.

Finally, teacher appreciation and recognition can also have a positive impact on learners and parents. Parr et al., (2021) state that when teachers feel valued, they will be more enthusiastic in teaching and provide a better learning experience for learners. Learners are more motivated to learn because passionate and dedicated teachers support them. In addition to awards and appreciation, there are penalties for teachers who do not carry out their duties properly, such as late attendance at school. There will be a deduction for attendance money if there is a delay of 1 month, 3 times. There will be guidance from the principal when a student is routinely late for one month. There will be guidance from BPPH

(implementing agency and daily manager). Furthermore, in the teacher administration that is collected every week, if you do not collect three times in a row, there will be guidance from the principal. If, after one month, you still do not collect, guidance will be provided by BPPH. Thus, the consequences implemented are a form of effort to discipline teachers and also to appreciate their performance. Appreciation for teachers who run the school well will benefit the teachers themselves, all elements within the school, and foster a comfortable working atmosphere.

5. Use of technology in early childhood education learning

The use of technology in Early Childhood Education (ECED) learning has become an essential focus in efforts to improve the quality of education. Additionally, the professional competence of teachers encompasses mastery of technology. The results of the interview conducted with Mrs Ayu as the group A teacher stated that the principal encourages the use of technology in the classroom, provides facilities such as multimedia tools, or organises training to improve technology skills. This statement suggests that principals play a strategic role in ensuring that technology can be effectively integrated into the learning process. According to research conducted by Riana et al. (2025), PAUD teachers have a favorable view of the use of technology, which can help improve learning effectiveness by presenting materials that are more interactive and engaging for learners. In addition, principals also organise training for teachers so that they can master technology well and use it optimally in teaching and learning activities.

In addition to providing facilities, principals also ensure that the technology used is aligned with the curriculum and learning methods appropriate for ECD children. The use of digital media, such as educational videos and interactive learning, can help children understand concepts more easily (Fauzi et al., 2024). The effective use of technology can have a positive impact, such as the use of interactive media, which presents more interesting and varied learning opportunities to attract children's interest in learning. However, a balance must be maintained between technology and hands-on interaction so that children do not rely entirely on digital devices. Therefore, teachers require guidance on how to effectively manage technology in the learning process. Thus, the use of technology can provide the maximum benefit

possible without compromising the essence of experiential learning.

The challenges in implementing technology in PAUD are not only limited to the readiness of educators, but also the availability of adequate resources and infrastructure. In overcoming these challenges, principals must play an active role in collaborating with various external parties to secure facility support, enabling teachers to be better prepared to implement technology in the classroom. In addition, as an effort to improve public information, the principal, along with teachers who have IT expertise, manages several official social media accounts to share information about children's learning activities, promote new student admissions, and introduce school excellence. Social media also serves as a communication channel for parents seeking more information about the school, whether through service complaints or question-and-answer sessions related to the learning system at KB-TK Al Azhar 29 BSB Semarang.

Furthermore, the principal also schedules regular fortnightly meetings with all classroom teachers, from KB to Group B, to evaluate and improve the learning system in each class. In these meetings, the principal not only provides input on what needs to be updated or improved in teaching methods but also supports collaboration between teachers to share experiences and innovations in the use of technology in learning. Additionally, regular monitoring and evaluation are crucial steps in ensuring the effectiveness of learning technology use. With careful planning and ongoing support, technology can be a very effective instrument. The proper integration of technology not only helps create a more enjoyable and interactive learning environment but also contributes to shaping a more meaningful learning experience for learners.

6. Principals' willingness to improve teachers' social and emotional competencies

Developing teachers' social and emotional competence is essential in creating a positive and conducive learning environment. According to Mrs Robik, during the interview, the principal supports the development of social and emotional competencies, such as through group discussions or training related to emotional intelligence. In this case, the principal's

role in this institution significantly influences the improvement of teacher professionalism, as evident in the periodic evaluation activities conducted by the principal at the Al Azhar 29 Islamic KB-TK institution. In implementing this performance evaluation, the principal not only assesses but also provides constructive feedback that is more holistic.

Teachers' social and emotional competence is a key factor in supporting holistic student development. The principal acts as a facilitator who supports teachers in developing their skills through various programmes, such as group discussions and emotional intelligence training. Additionally, principals play a crucial role in fostering a school culture that supports teachers' emotional well-being. Afifah & Nugraha (2024) stated that a positive and emotionally fulfilling work environment from school leaders can reduce stress and improve psychological well-being. This is also supported by Ritonga (2020), which states that principals who care about the social and emotional well-being of teachers can create a more productive work environment. Thus, the principal not only acts as an administrative leader but also as a companion who cares about the social and emotional well-being of teachers.

D. Conclusion

Based on the study's results, it can be concluded that principals play a central role in improving the professionalism of early childhood education teachers at Al Azhar 29 BSB Semarang. Through various training strategies, academic supervision, discussion forums, and periodic performance evaluations, the principal successfully created a supportive environment for the development of teacher competency. Additionally, progressive school policies and collaboration with the foundation contribute to enhancing the quality of education.

Principals also play a crucial role in shaping a positive working environment, rewarding teacher performance, and promoting the effective use of technology in the learning process. This not only improves teachers' performance motivation but also creates a conducive learning atmosphere for learners. This study confirms that effective and supportive principal leadership is a key factor in improving teacher professionalism and the overall quality of education.

This study suggests that ongoing support from school stakeholders, including foundations and the government, is essential to ensure that teacher professional development programs are implemented effectively. Thus, ECD teachers can continue to enhance their potential and deliver high-quality education services to early childhood.

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