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RAUDHATUL ATHFAL TEACHER DEVELOPMENT: A CASE STUDY IN NORTH JAKARTA

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ABSTRAK
Studi ini meneliti pola pengembangan guru Raudhatul Athfal (RA) di Jakarta Utara, dengan fokus pada bentuk, strategi, dan implementasi, sekaligus mengidentifikasi faktor-faktor yang mendukung atau menghambat proses tersebut. Dengan menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara, observasi, dan dokumentasi. Temuan menunjukkan bahwa pengembangan guru terjadi melalui pelatihan pedagogis, supervisi akademik, forum Kelompok Kerja Guru (KKG), dan pendampingan berkelanjutan, yang mendorong profesionalisme, praktik reflektif, dan pembelajaran yang berpusat pada anak. Studi ini menyoroti pentingnya pembinaan kolaboratif dan bertingkat untuk meningkatkan kompetensi guru dan kualitas pendidikan anak usia dini di lingkungan Islam perkotaan.

Keywords:
Teacher Development; Coaching Pattern; Raudhatul Athfal; Early Childhood Islamic Education; Professional Competence

ABSTRACTS
This study examines the development patterns of Raudhatul Athfal (RA) teachers in North Jakarta, focusing on forms, strategies, and implementation, while identifying factors that support or hinder the process. Using a qualitative case study approach, data were collected through interviews, observation, and documentation. Findings reveal that teacher development occurs through pedagogical training, academic supervision, Teacher Working Group (KKG) forums, and ongoing mentoring, fostering professionalism, reflective practice, and child-centered learning. The study highlights the importance of collaborative, tiered coaching for enhancing teacher competencies and the quality of early childhood education in urban Islamic settings.".

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A. INTRODUCTION

The various teaching challenges frequently encountered by Raudhatul Athfal (RA) teachers in North Jakarta are inextricably linked to the complex nature of early childhood learners, urban social dynamics, and the limitations of the Islamic-based early childhood education support system. While RAs play a strategic role as a foundation for developing children's faith, morals, and love of learning, they often find themselves in less than ideal conditions to optimally carry out this noble task (Gastador et al. 2025).

One of the main problems is the weak pedagogical competence of teachers in understanding the characteristics of early childhood development. Many RA teachers still employ elementary school-style teaching methods, emphasizing memorization, lectures, and academic targets, even though the world of children aged 4–6 is a world of play, exploration, and concrete experiences. As a result, learning often becomes rigid, lacking meaning, and inappropriate for children's cognitive, social, and emotional development (Eddy Saputra et al. 2025).

Children who should be learning happily instead easily become bored, stressed, and even lose interest in learning early on. This problem is exacerbated by the lack of ongoing training for RA teachers, particularly in play-based learning approaches, integrative thematic learning, and the reinforcement of child-friendly Islamic values. (Ganendra et al. 2025).

Amid rapid curriculum changes and demands for learning innovation, many teachers feel left behind because access to training, workshops, or professional mentoring remains limited, particularly for small, private RAs in densely populated areas of North Jakarta (Osorio Vanegas et al. 2025).

Limited learning facilities and infrastructure are a very real problem. Many preschools still have cramped classrooms, limited educational play equipment, and a lack of engaging learning media. This situation makes it difficult for teachers to create an active, creative, and enjoyable learning environment. Yet, at this age, teaching aids, games, and motor activities are crucial for stimulating a child's holistic development (Kimhi and Bar Nir 2025).

Another equally significant issue is the heavy administrative burden on teachers. Early childhood teachers often have to complete numerous reports, assessment documents, and institutional administration, reducing the time and energy available to design creative learning. In many cases, teachers are more preoccupied with paperwork than with children, thus depriving the learning process of the personal and reflective touch that should be a hallmark of early childhood education (Gao and Chen 2025).

In North Jakarta, with its high social and economic heterogeneity, RA teachers also face the challenge of students' diverse family backgrounds. Some children grow up in religious and supportive environments, while others come from families facing economic hardship, marital conflict, or a lack of parental attention. These conditions impact children's readiness to learn, behavior, and emotions in school. Teachers often have to juggle the dual roles of educator, caregiver, and even counselor, without adequate psychosocial skills (Matschke et al. 2023).

It's also not uncommon for there to be a mismatch between parental expectations and the RA educational approach. Some parents still measure RA success by their child's ability to read, write, and calculate quickly, rather than by character development, independence, and morals. This pressure traps teachers in early academic

pressure practices that actually contradict the principles of early childhood education and the spirit of Islamic education, which emphasizes gentleness, role models, and the development of the natural instinct (Cheng et al. 2024).

All of these issues demonstrate that the challenges facing RA teachers in North Jakarta are not simply individual teacher issues, but rather systemic ones involving the quality of training, institutional support, social conditions, and the paradigm of early childhood education itself. Without targeted and sustainable intervention, RA's strategic role as the foundation for developing a generation of intelligent, morally upright Muslims with strong personalities will be difficult to achieve optimally (Ling and Mahmud 2023).

In response to the various teaching challenges faced by early childhood educators (RA) in North Jakarta, the RA teacher development model can be a strategic key to bringing about real and sustainable change. Development should not be understood as a short-term training activity, but rather as a systemic, ongoing process oriented toward strengthening the professionalism, spirituality, and personality of early childhood educators (Eddy Saputra et al. 2025).

This is where RA teacher development plays a central role as a bridge between the ideals of Islamic education and the realities of practice in the field (Hourigan and Leavy 2023). Effective guidance must begin with a strengthened understanding of the characteristics of early childhood development. RA teachers need to be guided to understand that children learn through play, imitation, and interaction with their environment (Görün et al. 2025).

When guidance consistently instills this paradigm, teachers no longer impose rigid academic patterns but begin to design learning that is child-friendly, creative, and in line with the natural development of children. In the classroom, this guidance will manifest itself in more lively learning activities, where prayer, etiquette, and Islamic values are naturally integrated into play, singing, storytelling, and exploration (Morrison et al. 2025).

In the classroom, this guidance will manifest itself in more lively learning activities, where prayer, etiquette, and Islamic values are naturally integrated into play, singing, storytelling, and exploration. Through workshops, classroom mentoring, and teacher learning communities, educators are trained to develop integrative thematic learning methods, create simple media from local materials, and develop holistic child development assessments (Chimbutane et al. 2026).

When mentoring is conducted in a participatory and contextual manner, teachers become not only recipients of material but also active subjects who reflect on their teaching practices, share experiences, and find solutions to problems they face in the classroom. A good coaching approach can also address the issues of limited resources and administrative pressures (Oliver-Barcelo et al. 2024).

A good coaching approach can also address the issues of limited resources and administrative pressures. With the right guidance, teachers are encouraged to be more creative in utilizing their surroundings as a learning resource, eliminating the need for limited teaching aids as a major barrier. Furthermore, managerial coaching helps teachers and RA principals manage administration more effectively and proportionally, allowing teachers' energies to be refocused on educational interactions with children (Zagouras et al. 2022).

In the realities of urban communities like North Jakarta, teachers often face high parental expectations that sometimes align with early childhood education principles. Through coaching, teachers are equipped with the skills to build educational dialogue, explain the RA learning philosophy, and engage parents as partners in developing their children's character and morals, rather than simply pursuing early academic achievement (Thijssen et al. 2022).

Based on RA education profile data in North Jakarta, the number of RA institutions has continued to increase over the past five years, with an estimated 120 active institutions spread across six districts. In terms of student numbers, there has been an average annual increase of 5–8%, indicating high public trust in RA institutions. However, this increase in quantity has not been matched by a consistent increase in quality.

Data shows that approximately 35–40% of RA educators still have academic qualifications below the standard of a bachelor's degree in early childhood Islamic education (PAUD), while only around 60% have received ongoing professional training related to the integration of moral-religious values in learning. In learning practices, a tendency toward a textual and ritualistic approach is still evident (Kemenag 2023).

For example, activities such as memorizing prayers, practicing prayer, and reciting the Quran are routinely performed, but have not yet been fully developed into contextual and meaningful learning experiences for children. Observations in several RAs indicate that only around 45% of teachers are able to reflectively link religious values to children's daily activities, such as instilling honesty through games or teaching empathy through collaborative activities. This indicates a gap between curriculum objectives that emphasize the internalization of values and practices that still focus on symbols and routines.

The gap is also evident in the limited number of studies that specifically examine the relationship between policy, teacher competency, and institutional culture in the local context of North Jakarta. Most existing research remains macro and normative, thus failing to capture unique socio-cultural dynamics, such as heterogeneity of family backgrounds, levels of urbanization, and the influence of digital media on child development(Calandri et al. 2025).

Yet, these factors significantly influence the effectiveness of moral-religious education. For example, internal surveys at several RAs (Islamic boarding schools) indicate that more than 70% of children have been exposed to gadgets from an early age, yet only around 30% of institutions have values-based learning strategies to address this phenomenon (Putimtseva 2024).

There is an urgent need for a planned, sustainable RA teacher development model that is oriented toward professional, spiritual, and social empowerment of teachers. This will be able to address the various teaching challenges that have arisen. This type of development will not only improve teacher quality but also strengthen the RA education ecosystem itself, so that Raudhatul Athfal truly becomes a safe, enjoyable, and meaningful space for the growth and development of Muslim children amidst the dynamics of life in North Jakarta (Adipat et al. 2023).

The Special Region of Jakarta, as a national education benchmark, must possess comparative advantages. This is because the capital city boasts a comprehensive range of facilities and infrastructure, proximity to education policymakers, and a wide range of quality educational options at all levels, pathways, and types, both formal and non-

formal. Formal education at the Early Childhood Education (PAUD) level in DKI Jakarta, particularly in North Jakarta, specifically the Raudhatul Athfal (preschool) level, falls under the Ministry of Religious Affairs.

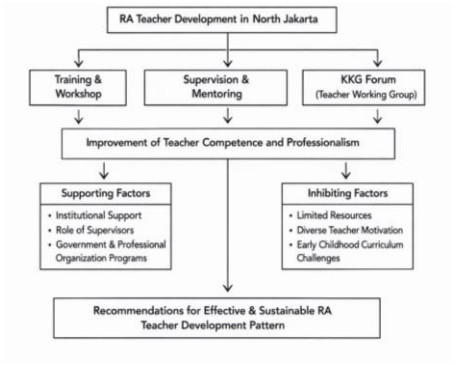


Figure 1 RA teacher development pattern

If education management is well-organized, school services are excellent, teaching staff are professional, and infrastructure is adequate, then educational achievement in North Jakarta, as part of the Special Region of Jakarta, will excel. To achieve this excellence, intensive and extensive teacher development is essential to become reliable professionals (Mattos et al. 2023).

Therefore, many people entrust their children to RA. Therefore, research is needed on the strategies and patterns of teacher development at Raudhatul Athfal. This will ensure that madrasas (Rau-dhatul Athfal) become superior institutions and become the primary choice and priority for the community in selecting educational institutions for their children, due to the quality of learning that is on par with other regions or institutions.

B. METHOD

Through a qualitative approach, this research seeks to capture the voices, experiences, and perceptions of RA teachers, RA principals, supervisors, and other parties involved in development. The world of early childhood education, particularly RA, is rich in human interactions, values, and contexts, and can only be fully understood through a naturalistic exploration of meaning. Thus, the reality of teacher development is not viewed as something singular and objective, but rather as a social construct shaped by policies, institutional culture, teachers' backgrounds, and the needs of children and the community (Xie and Huijser 2020).

This research on the Raudhatul Athfal (RA) teacher development patterns was designed using a qualitative approach with a case study design, focusing on the context of North Jakarta City as the social, cultural, and institutional space where RA teacher development takes place. This approach was chosen because the primary objective of the research was not to measure phenomena statistically, but rather to deeply understand the reality, meaning, and dynamics of teacher development as experienced and practiced by educational practitioners in the field (Delmas and Giles 2022).

A case study design was chosen because this research focuses on one specific case: the RA teacher development pattern in North Jakarta. This city has unique characteristics as an urban area with high population density, socio-economic diversity, and a large number of RAs that vary in quality and management. The case study allows

researchers to explore in depth how teacher development is designed, implemented, and perceived in a real-world context, not simply within policy documents or formal guidelines (Sirri 2021).

Table 1 research participants

No	Participant Type	Total	Role in Research
1	Head of RA	3–5	Provides information related to institutional policies, religious culture, and RA management
2	RA Teacher	8–12	Explaining learning practices, integration of moral-religious values, and learning evaluation

Research data was collected through in-depth interviews, participant observation, and documentation studies. Interviews were conducted with RA teachers to explore their experiences participating in the coaching program, the challenges they faced, and the changes they experienced in their teaching practices. RA principals and supervisors were interviewed to understand the coaching policies, strategies, and objectives from the perspective of managers and decision-makers. Meanwhile, observations were conducted in classrooms and during coaching activities to directly observe how the coaching outcomes are reflected in teaching behavior, teacher-child interactions, and the learning climate at RA (Tenopir et al. 2017).

Documentation studies complemented field data by examining various documents, such as coaching programs, activity reports, training modules, and teacher evaluation records. Through triangulation between interviews, observations, and documentation, researchers sought to ensure that the data obtained was not one-sided, but mutually reinforcing and provided a more comprehensive picture of the reality of RA teacher coaching.

Data analysis was conducted thematically and inductively, starting with data reduction, data presentation, and drawing conclusions. Each finding was analyzed by searching for patterns, relationships, and meanings emerging from the experiences of the informants. In this way, the RA teacher development model was not imposed on a specific theoretical framework but rather allowed to develop from empirical realities in the field, ensuring that the research results truly reflect the actual needs and dynamics (Taherdoost 2020).

Through a qualitative approach with a case study design, this research not only produces a description of how RA teacher development is implemented, but also provides a deep understanding of why this pattern is formed, how it impacts teaching quality, and the extent to which it is able to address RA education issues in North Jakarta. This approach makes the research not just an academic report, but rather a vivid portrait of efforts to improve teacher quality and Islamic-based early childhood education amidst the complexities of urban life (Cheron et al. 2022).

This study also explores the extent to which these developmental patterns impact the quality of classroom teaching, particularly in terms of teachers' ability to design learning that is appropriate to early childhood development, integrate Islamic values in a humanistic manner, and build a safe, warm, and meaningful learning climate. Thus, this study goes beyond "what is done," but also answers the questions "why is it done?" and "what impact does it have" on RA educational practices (Trivedi et al. 2024).

C. RESULT AND DISCUSSION

The implementation of the RA teacher development pattern is collaborative in nature

In a hierarchical manner, coaching begins at the level closest to the learning practice, namely the educational unit. The RA head acts as the primary mentor for his/her teachers. Through academic supervision, regular discussions, and learning reflections, the RA head helps teachers understand their strengths and weaknesses in teaching. At this stage, coaching is highly contextual, as it directly touches on classroom realities, student characteristics, and the dynamics of the madrasah environment. Teachers are not only given direction but also invited to dialogue and reflect on their learning practices, fostering professional awareness and the drive to continuously improve themselves.

At the next level, coaching continues through the Teachers' Working Group (KKG RA) forum, which serves as a collective learning space for teachers. In this forum, teachers from various RAs meet, share experiences, discuss learning issues, and inspire one another. Collaborative patterns are strongly evident here, as teachers no longer feel like they are working alone but rather part of a mutually supportive professional community. Various issues, such as difficulties managing classes, designing thematic learning, or dealing with diverse student personalities, are discussed together and solutions are sought collectively. Thus, the KKG RA serves as a bridge connecting teachers' practical experience with broader competency development.

At a higher level, RA supervisors and mentors from the North Jakarta Office of the Ministry of Religious Affairs play a role in providing policy direction, competency strengthening, and quality standardization. Through training, workshops, mentoring, and monitoring, they ensure that the guidance provided at the madrasah and KKG levels aligns with national education policies and the developmental needs of early childhood. At this level, guidance extends beyond the technical aspects of teaching to an understanding of the curriculum, learning administration, and strengthening the Islamic values and character that underpin RA education.

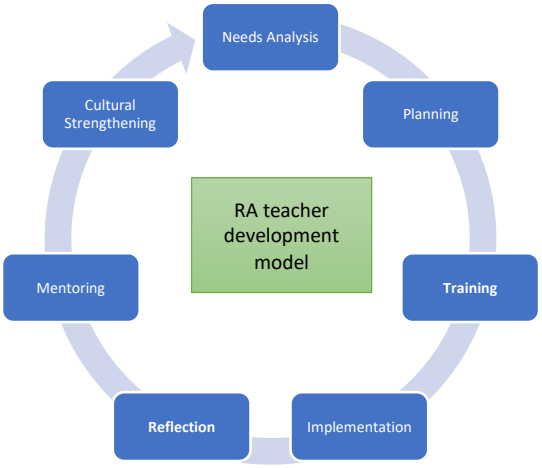


Figure 1 RA teacher development model

The integration between guidance at the educational unit level, the RA KKG (Vocational Teacher Working Group), and city-level guidance is what makes this model

called hierarchical. Each level does not stand alone, but rather complements each other. Issues that cannot be resolved at the madrasah level can be brought to the KKG forum, and if further strengthening is needed, it can be facilitated by supervisors or the Ministry of Religious Affairs. Conversely, policies and programs from the city level can be translated and implemented more contextually at the RA level through madrasah principals and teacher forums (Percy and Hooley 2024).

In practice, this collaborative and hierarchical pattern fosters a culture of professional learning among RA teachers. Teachers no longer view coaching as a formal, top-down activity, but rather as a continuous, dialogic process of mentoring. They feel supported, valued, and given space to develop. This has resulted in increased teacher confidence, openness to change, and a sense of continuous learning to provide the best possible education for early childhood.

The implementation of a collaborative and tiered development model in North Jakarta has created a vibrant and dynamic ecosystem for Raudhatul Athfal (RA) teacher professional development. Within this ecosystem, teachers are no longer positioned as individuals working alone in their classrooms, but rather as part of a network of interconnected, mutually reinforcing, and mutually growing learners. Through this model, each teacher has the opportunity to learn from the experiences of their colleagues, receive guidance from madrasah principals and supervisors, and access various competency-building programs organized by the Ministry of Religious Affairs. This multi-layered and interconnected process ensures that teacher quality improvement is not a sporadic process, but rather a structured, ongoing process.

Strengthening the technical competencies of RA teachers, such as the ability to design thematic learning, manage child-friendly classrooms, and use creative learning media, is not only achieved through formal training but also through daily dialogue, reflection, and collaboration. When teachers encounter difficulties in the classroom, they are not left to find solutions alone. These problems can be discussed with the RA head, brought to the KKG forum, or discussed in mentoring activities with supervisors. This is where various contextual learning innovations are born, tailored to the characteristics of each child and the madrasah environment. This pattern makes teachers not merely implementers of the curriculum, but also reflective practitioners who continuously develop themselves.

The collaborative and hierarchical development model also fosters a solid professional network among RA teachers. This network is not merely an administrative relationship, but rather a professional bond based on trust, togetherness, and a commitment to the quality of early childhood education. Through this network, teachers share best practices, provide emotional support, and motivate each other to continuously improve the quality of educational services. In the RA context, such a network is crucial, as teachers are not only required to master pedagogical aspects but also to be role models in their attitudes, speech, and behavior (Ding et al. 2023).

The impact of this strong professional network is immediately felt in the classroom. Teachers who feel supported and continuously nurtured become more confident, creative, and more sensitive to children's needs. Learning becomes more vibrant, meaningful, and more oriented toward the holistic development of children, including cognitive, emotional, social, and spiritual aspects. Children not only gain basic knowledge but also experience a learning process that fosters a sense of security,

compassion, discipline, and Islamic values, which are the foundation for character development.

Thus, the collaborative and tiered development model in North Jakarta demonstrates that improving the quality of RA education is not achieved through short-term policies or training, but through the development of a system that facilitates continuous teacher growth (Anggara et al. 2025). As teachers develop, professional networks strengthen, and learning becomes more qualitative, children, as the future generation, will grow in an educational environment that is not only academically intelligent but also strong in character, morals, and personality. This is the deepest meaning of RA teacher development: building the nation's future through the hands of educators who are continuously nurtured, supported, and empowered.

Coaching patterns are proven to improve the quality of learning

Through ongoing coaching, RA teachers not only gain enhanced teaching knowledge and skills, but also undergo a professional development process that influences how they view their roles and responsibilities as early childhood educators. Coaching through supervision, training, group discussions, and supervisory support has encouraged teachers to be more reflective, creative, and responsive to students' needs.

The Raudhatul Athfal (RA) teacher development model implemented in North Jakarta has significantly contributed to improving the quality of classroom learning, although in practice it still faces various structural limitations. In the classroom, the impact of this development model is evident in the increasing variety of teaching methods used by teachers.

Teachers are no longer stuck with monotonous teaching patterns, but are beginning to develop more active, fun, and engaging approaches that are tailored to the characteristics of early childhood. They are becoming more skilled at designing play-based learning activities, integrating Islamic values into daily activities, and creating a warm and emotionally safe classroom atmosphere. Children are becoming more enthusiastic, more expressive, and more engaged in the learning process, ultimately improving the overall quality of teaching and learning interactions.

Despite these positive achievements, this coaching model still faces several structural limitations that impact its effectiveness. One major challenge is teachers' limited time to participate in intensive coaching activities, given their heavy administrative and teaching responsibilities. Furthermore, not all teachers have equal access to training and mentoring, due to distance, program availability, and budget constraints. This situation means that the impact of coaching is not fully distributed across all RAs (Meidini et al. 2023).

Other limitations are also evident in policy and institutional support. Although development programs have been designed in stages, their implementation is often hampered by inter-unit coordination, limited human resources, and suboptimal monitoring and evaluation systems. As a result, some development programs have not been able to be followed up sustainably at the educational unit level, resulting in less than optimal impact on changing teacher teaching practices.

The research results show that the existing coaching pattern remains on track. RA teachers directly benefit from various coaching activities, both in improving their pedagogical skills and strengthening their professional and spiritual attitudes. Even

amidst limitations, a spirit of collaboration and a desire to continue learning are crucial assets that keep the coaching process alive and meaningful.

The RA teacher development program in North Jakarta has been proven to significantly improve the quality of learning, although structural strengthening is still needed for broader and more sustainable impact. If these limitations can be addressed through more responsive policies, adequate budgetary support, and a more integrated development system, the potential for improving the quality of RA education will be even greater, and children, as recipients of educational services, will benefit more optimally.

Table 2: Interview results from 5 respondents

Respondents	Question	Answer Summary
Head of RA	How is the implementation of teacher development patterns in madrasas?	Coaching is carried out through routine supervision, reflective discussions, and teacher mentoring so that learning is more focused and in line with child development.
Senior RA Teacher	What are the main benefits of the coaching pattern implemented?	Coaching helps improve teaching creativity and understanding of children's characters, so that learning is more effective and enjoyable.
Junior RA Teacher	What is the role of KKG in teacher development?	KKG is a place to share experiences, get solutions to class problems, and improve competencies through joint training.
RA Supervisor	How effective is the tiered coaching pattern?	The tiered pattern facilitates monitoring and ensures that each teacher receives guidance according to their needs and established standards.
RA Manager	What are the obstacles in implementing coaching?	Time constraints, administrative burdens, and unequal access to training are the main obstacles in implementing coaching.

Discussion

The coaching model implemented so far is collaborative and hierarchical. Participants agreed that coaching does not come solely from above in the form of instructions or policies, but rather grows through interaction and collaboration between educational stakeholders. The RA principal acts as the primary mentor, closest to teachers, directly understanding classroom dynamics and the characteristics of each educator. Meanwhile, the Teacher Working Group (KKG) forum serves as a crucial space for teachers to share experiences, discuss learning challenges, and find solutions together. Supervisors and mentors from the Ministry of Religious Affairs then strengthen this process by providing direction, quality standards, and broader mentoring.

This coaching model has had a positive impact on classroom learning practices. RA teachers have become more confident, more creative in designing play-based learning activities, and more sensitive to children's emotional and developmental needs. Many teachers acknowledge that through regular coaching, they have not only learned teaching techniques but also how to be patient, compassionate educators and role

models for their children. This aligns with the characteristics of RA education, which emphasizes not only cognitive aspects but also moral and personality development.

A critical awareness emerged that this coaching model still faces various structural challenges. Time constraints were one of the most frequently raised issues, as teachers must divide their energy between teaching, administrative tasks, and participating in coaching activities. Furthermore, not all teachers have equal opportunities to participate in training or mentoring, resulting in uneven distribution of coaching quality. The discussion also highlighted the need for a stronger monitoring and evaluation system to ensure each coaching program can be followed up sustainably and have a real impact in the classroom.

Nevertheless, the discussion demonstrated strong optimism for the future of RA teacher development in North Jakarta. Participants agreed that the existing model is on the right track, having fostered a culture of learning among teachers. Teachers no longer view development as a burden, but rather as a professional necessity for continuous development. The collaboration established between madrasahs, the Teacher Working Group (KKG), and supervisors provides invaluable social capital in maintaining the sustainable quality of RA education.

The Raudhatul Athfal (RA) teacher development model implemented in North Jakarta has become a crucial pillar in enhancing teachers' pedagogical competence, particularly in understanding the developmental characteristics of early childhood. In the context of RA education, understanding the world of children is not merely a matter of additional knowledge, but rather the core of the entire learning process. Early childhood children have different ways of thinking, feeling, and behaving than elementary school-aged children, requiring teachers to possess a high level of pedagogical sensitivity to design learning that is appropriate to their developmental stage.

Through a tiered and ongoing development model, RA teachers are systematically guided to understand aspects of child development, including physical-motor, cognitive, language, social-emotional, and spiritual aspects. In various development activities, such as classroom supervision, KKG discussions, training, and supervisory mentoring, teachers are encouraged to reflect on their own teaching practices. They are not only provided with theories about child development but also trained to observe children's behavior in the classroom, recognize individual differences, and adapt teaching strategies to the needs of each student.

This coaching process has made RA teachers in North Jakarta increasingly aware that each child is unique. Some children absorb information quickly, others require repetition; some are active and expressive, while others are quiet and require a specialized approach. Through intensive coaching, teachers learn to read these developmental signals and respond more empathetically and professionally. This is reflected in the way teachers design play activities, select learning media, and build warm and supportive interactions with children.

Teachers not only teach children letters and numbers, but also guide them in patience, sharing, prayer, and respect for others. All of this is done using an approach appropriate to the child's developmental stage, ensuring these values are instilled naturally and not imposed. This is where teachers' pedagogical competence is truly tested and strengthened through ongoing development.

The impact of this improved pedagogical competence is clearly felt in the quality of classroom learning. Children become more comfortable, confident, and enthusiastic about participating in learning activities. Teachers are able to create a safe and enjoyable learning environment, where children are free to explore, ask questions, and express themselves. This demonstrates that a good understanding of children's developmental characteristics not only enhances the effectiveness of learning but also builds a strong psychological and social foundation for child development.

The RA teacher development model in North Jakarta has proven to be a strategic tool in improving teachers' pedagogical competence, particularly in understanding and responding to the developmental characteristics of early childhood. Through structured, collaborative, and ongoing development, teachers develop not only as teachers but also as educators capable of supporting children during the most crucial phases of their lives.

CONCLUSION

The implemented coaching model has played a significant role in improving teacher quality and professionalism, particularly in pedagogical competency. Through collaborative, tiered, and ongoing coaching, RA teachers not only gain enhanced knowledge about early childhood development but also experience improved abilities in designing, implementing, and evaluating learning that is tailored to the characteristics of their students. This coaching has helped teachers understand that each child has different needs, potential, and learning styles, requiring flexible, creative, and empathetic learning design. The impact is evident in the creation of a more child-friendly classroom atmosphere, warmer interactions between teachers and students, and increased child engagement in learning activities. Thus, the quality of RA learning processes becomes more meaningful and oriented towards the holistic development of children. The success of this coaching still needs to be supported by structural strengthening, such as equal access to training, reducing the administrative burden on teachers, and improving coordination between coaching institutions. If this support can be optimized, the RA teacher coaching model in North Jakarta will not only maintain existing achievements but also be able to encourage a more equitable and sustainable improvement in the quality of early childhood education. The professional development of RA teachers cannot be separated from strengthening structural needs, including access to ongoing training, adequate administrative support, and an integrated and consistent development system. These three aspects are essential foundations for ensuring that teacher competency development is not partial but rather systematic and sustainable within an institutional context.

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