

AN ANALYSIS OF THE ASSESSMENT OF LEARNING AND DEVELOPMENT IN EARLY CHILDHOOD EDUCATION

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ABSTRACT

Evaluation and assessment of learning and development in the early childhood education (Pendidikan Anak Usia Dini – PAUD) is one of the most challenging part of this education level. Question dealing with how to evaluate/assess Early Childhood Education (PAUD) both for kindergarten – TK; play group – KB; and Qur’anic Recitation Group – TPA and other similar PAUD units could challenge any educational practitioner. This paper was aimed to discuss the assessment in childhood education, the aim of the assessment, techniques, and procedures as well the reports regarding the development of children. This paper was fully based on the library research. This paper was aimed to examine and elaborate data descriptively and analytically by integrating and connecting concepts, thoughts and rules regarding the issues related to the assessment in childhood education in Indonesia. The data were derived from different resources such as books, journal articles, proceedings, and handbooks that are relevant to the issues being investigated. Data collection was carried out through a process of conceptualizing and observing various phenomena in the assessment in childhood education. The implication of this paper is to inform educational stakeholders especially those in the field of early childhood education to provide a better and well-devised assessment for the early childhood education. In addition, survey(s) and case studies are needed to better portray how a better assessment for early childhood education should be provided to meet the demands of the current curriculum.

Keywords: *Assessment, early childhood education, evaluation, mental development*

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INTRODUCTION

Evaluation and assessment of learning and development in the early childhood education (Pendidikan Anak Usia Dini – PAUD) (Wortham and Hardin, 2001; Gullo, 2005) is one of the most challenging part of this education level (Shepard et al, 1998; Slot, 2018). Question dealing with how to evaluate/assess Early Childhood Education (PAUD) both for kindergarten – TK; play group – KB; and Qur’anic Recitation Group – TPA and other similar PAUD units could challenge any educational practitioner. The PAUD assessment technique and the procedure chart for the early childhood development assessment are fully presented in this paper. We begin with the definition of assessment of early childhood learning. We understand that pupils’ development is a complex process (Dilova, 2017). The development of pupils can be divided into four main areas, namely physical, intellectual, emotional and social development (Wallander et al, 2001; Eime et al, 2013).

As this paper is the library research-based one, it is important for the researchers to identify what to do and how to do it. Here, the analysis of the main topic is fully based on the understanding of the

researchers about the texts or references dealing with the pupils' development. The analysis contains a number of activities such as explaining, distinguishing, sorting something to be classified and regrouped according to certain criteria, then look for the relationship and interpret its meaning. Since the topic is about the early childhood development and education, it is particularly important for the researchers to identify what it means to be childhood development and education. It is a period where the development of creativity would be very good with children as long as the support of the surrounding environment, family, and teachers are available to them because the development of a child very much depends on what is around them. Hence, the discussions cover the assessment, the aim of the assessment, techniques, and procedures as well the reports regarding the development of children.

LITERATURE REVIEW

It is commonly known that child development involves biological, psychological and emotional changes that occur in human beings between birth and their state of adolescence (Collins, 1984). He explained that childhood is divided into 3 stages of life which include early childhood, middle childhood, late childhood (preadolescence) (Collins, 1984). The age of 0 - 6 years old is normally known as the stage of early childhood. During this period, development of a child is significant. It is considered as life's milestones of a child where at this time normally a child starts to pick up words, learning to crawl, and learning to walk (Collins, 1984; Collins et al, 2002).

There are speculations that middle childhood or ages 6-12 or are the most crucial years of a child's life (Collins et al, 2002). Adolescence is the time where normal child starts to have the sign of puberty to a boy and monthly period to a girl. This stage of life is the onset of puberty, typically marking 12-13 years of age (see Collins, 1984 and Collins et al, 2002) or all the way up until legal adulthood. The World Health Organization defines this stage as ages 10 to 19. In the context individual development, the late childhood is a stage where individual beings progresses from dependency to increasing autonomy. The development of each individual has a strong correlation to the preceding experiences of a child. It is a continuous process with a predictable sequence, yet has a unique course for every child (see Collins et al, 2002). Hence, it does not progress at the same rate and each stage is affected by the preceding developmental experiences. In this context, childhood education practitioners view that due to genetic factors and events during prenatal life of a child, the development of children may change.

Based on the mental development of children theorized by Collins (1984) and Collins et al (2002), the assessment of the learning and development of early childhood education must be understood as two complex processes. The process of collecting and reviewing various information in a systematic, measurable, sustainable, and comprehensive manner about the growth and development that has been achieved by children over a certain period of time must be carefully taken into a serious account. As the development of children is unique, it is becoming responsibility of teachers in early childhood education to identify how these pupils perceive themselves. It is important to for the teachers at this level of education to know when children start to be able to identify themselves as boys or girls. Peterson (2008) made mention that genetic factors appear to regulate some social-emotional developments that occur at predictable ages, such as fearfulness, and attachment to familiar people. Hence, in his view, experience plays a role in determining which people are familiar, which social rules are obeyed, and how anger is expressed. As these all play pivotal role for the development of children which together with external factors such as parenting and environment where the children grow determine how they could learn effectively, the job of teachers become more challenging. This is because the teachers need to orchestrate all the potentials in the inner-self of children to help them learn effectively while they enjoy themselves at the early age.

METHOD

This paper was designed as a library-based research. This paper design reflects priority made for a research process. The framework of this paper needs to provide a systematic direction for the researcher to map out which works come first and which come later. Hence, the direction of the paper becomes clear beforehand (Bryman, 2004; 2008).

With a library based research approach, this paper was aimed to examine and elaborate data descriptively and analytically by integrating and connecting concepts, thoughts and rules regarding the issues related to the assessment in childhood education in Indonesia. This paper employed library resources to collect data regarding the issues and practices of the assessment in childhood education (Zed, 2004: 2-3). The data were derived from different resources such as books, journal articles, proceedings, and handbooks that are relevant to the issues being investigated. Data collection was carried out through a process of conceptualizing and observing various phenomena in the assessment in childhood education so far. The data collected was then mapped out, analyzed and interactively triangulated. This technique was used to ensure relevance and validity of the data. This was aimed to address the questions raised up in the realm of assessment in childhood education.

FINDINGS AND DISCUSSION

PAUD Assessment/ Evaluation/ Assessment

Understanding PAUD learning evaluation is a process of collecting and reviewing various information in a systematic, measurable, sustainable, and comprehensive manner about the growth and development that has been achieved by children over a certain period of time.

It should be understood that the assessment in PAUD emphasizes more on describing the level of achievement of children's development which includes the development of religious and moral values, physical, cognitive, language, and social emotional according to the National Standards for Early Childhood Education. Therefore, a more appropriate word for early childhood assessment is ASSESSMENT or EVALUATION.

If in the process of evaluating early childhood development, it is found that children whose learning outcomes have not yet reached the appropriate competence according to his potential, then educators need to make a program of further activities (remedial) to encourage the achievement of optimal potential. On the contrary, if there are children who achieve competencies that are more than the existing standards, then educators need to make further activity programs (enrichment) so that all of the children's potentials develop.

Evaluation/Assessment Objectives

In assessing or evaluating early childhood learning there are several objectives including:

1. Provide information to educators/parents about the growth and development that children have achieved while attending PAUD.
2. Using the information obtained as feedback material for educators to improve learning activities and improve services to children so that attitudes, knowledge, and skills develop optimally.
3. Provide input to parents to carry out parenting in a family environment that is appropriate and integrated with the learning process in PAUD
4. Provide input to various relevant parties to participate in helping achieve optimal child development (See Snow and Van Hemel, 2008; Alasuutari et al, 2014)

Childhood Education Evaluation/Assessment Techniques

1. Observation or observation is an assessment technique carried out during learning activities either directly or indirectly by using observation sheets, comprehensive notes or journals, and rubrics.
2. Conversation is an assessment technique that can be used both during guided and independent activities.
3. Assignment is an assessment technique in the form of giving the child a task that will be done in a certain time, either individually or in groups, either independently or accompanied.
4. Performance is an assessment technique that involves children in the form of an observable activity.
5. Assessment of work is an assessment technique by looking at the products produced by children after carrying out an activity.
6. Recording anecdotes is an assessment technique that is carried out by recording special attitudes and behaviors in children when an event occurs suddenly/incidentally, both positive and negative.
7. Portfolio is a collection or track record of various results of children's activities on an ongoing basis or educator's notes on various aspects of children's growth and development as one of the materials for assessing the competence of attitudes, knowledge, and skills. (See Crais, 2011)

Early Childhood Development Assessment Procedure

In conducting assessments in early childhood there are several procedures that must be passed as the child development assessment chart above (see Arndorfer and Miltenberger, 1993). The explanation is as follows:

1. Refers to competence and is carried out in line with learning activities programmed in the RPPH.
2. Record all the results of children's development using assessment instruments, such as observations, conversations, performances, work results, and take notes on children's attitudes and behaviors that occur incidentally in anecdotal notes format.
3. Summarizing all the results of child development and transferred into a format that has been prepared both daily, weekly and semester.
4. Processing the summary results for one semester into the form of a brief description report covering 3 competencies, namely Attitude, Knowledge and Skill competencies.
5. Formulate descriptions objectively so as not to cause wrong perceptions for parents or guardians in the form of LPPA (Child Development Achievement Report)

Child Development Achievement Report (LPPA) Writing Pattern - Child Development Report

1. Description of children's privileges in all aspects.
2. Description of children's learning success.
3. A description of the things which are important in the child's further self-development.
4. A description of the things that teachers and parents need to do in the context of children's self-development (See Sari, 2022)

Techniques for Submission of LPPA Assessment Results

1. Conducted by the Head of the PAUD Institution and the teacher both orally and in writing.
2. It is carried out face-to-face between the institution and parents/guardians.
3. Maintain the confidentiality of child development reporting data for further guidance (Wiles, 2013 and Sari, 2022)

DISCUSSIONS

Examples of daily prayer practices and memorizing prayers in the group (playing Integrated Islam) scholars aim to develop the basic potential of recognizing religious values/values to introduce religious awareness from an early age through these activities intelligently:

1. Linguistic: only child a few sentences toyyibah
2. Logical mathematics: children recognize the number of steps from the classroom to the place of ablution
3. Kinesthetic: the child is able to walk to the mosque following the ablution process and praying together
4. Visual spatial: the child is in a position to carry out the ablution procession and pray together
5. Inter personal: practice together, respect each other when carrying out ablution and prayer
6. Intrapersonal: children practice discipline, patiently waiting for their turn for ablution.
7. Naturalist: children get to know the school environment.

CONCLUSION

Early childhood is the next generation of the nation that needs serious attention. Since birth, children have various potentials given by The Almighty God. These potentials need to be stimulated and facilitated in order to develop optimally. Many experts state that early childhood is a sensitive period and very important for child development. Stimulation of children by parents and other people around the child's environment will make a strong and long lasting impression. The slightest error in providing stimulation will have a long-term negative impact that is difficult to correct. The most sensitive period is like the right time for a blacksmith to forge heated iron. The smiths must know very well when iron must be forged. Forged too early, iron is difficult to shape and mold. On the other hand, if the forging is too late, the iron will be destroyed. So the best time for a child to get a proper educational evaluation is at an early age.

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