ANALYSIS OF ASSESSMENT IMPLEMENTATION IN THE DEVELOPMENT OF RAUDHATUL ATHFAL'S CHILDREN IN SAGULUNG BATAM

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Abstract

This research aims to determine how to implement of assessment in observing the development of Raudhatul Athfal in Sagulung district using qualitative descriptive methods. Data collection was used by questionnaire method from 28 respondents consisting of 88.5% of University graduates and 50% of them have more than 5 years of teaching experience. Triangulation technique use data analysis through several processes, namely data reduction, data presentation and making conclusion. This study aims to analyze the assessment process and the types of instruments teachers used in classroom. Researchers identify barriers faced by teachers and provide solutions so that these problems can prevent or suppressed so that they do not become things that cause the learning process to be constrained or disrupted. The result showed that teachers were dominants, around 53.8% did a checklist. In addition, there were 50% of respondents who answered that in conducting their assessment they only observed during the learning process, did not take notes, document or record. Forgetting and erroneous elements can occur when giving assessments or explanations in the assessment instruments used because the teacher only gives assessments from memory. This makes the validity of the teacher's assessment results inaccurate and doubtful. Other research results found that there were differences in family background, the number of children in one class, children often did not come to school and teachers did not make use of digital facilities and this was an obstacle in the implementation of the assessment.

Keywords: *Implementation, Assessment, Child Development*

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INTRODUCTION

Early Childhood Education is formal education organized by the government at the small unit level (pre-school). As stated in Law no. 20 of 2003 concerning the National Education System in article 1 paragraph 14, states that "early childhood education is an effort organized by the government in fostering early childhood through the provision of educational stimulation in assisting physical and spiritual growth and development so that children are ready in enter primary education (Khadijah & Amelia, 2020) .(Efiawati et al., 2021)

Education as a solution to give birth to the ability of the nation's generations is the concept that education is the key to creating a great kid. Early childhood education plays a role in forming a strong, intelligent and wise generation. Educators must provide various forms of stimulus so that students reach the standard level of achievement of child development (STPPA) which is implemented in the form of playing while learning. Quoted in Permendikbud No 137 of 2014 Article 1 Paragraph 10 that early childhood education states that coaching efforts are aimed at children from birth to the age of six through the provision of educational plans to help physical and spiritual growth and development so that children have readiness to enter further education. carry on, (Purwaningsih et al., 2022).

The golden age is an important period in the growth and development of children's intelligence, in terms of physical, mental and character health. Changes that occur throughout a person's life can be considered as development. Because they are interconnected and influence each other, each of these aspects needs to be developed optimally (Marwah, 2022). Playing is a manifestation of self-development from a child's life, which can grow and develop through various activities so that children can develop optimally. This is especially true for younger children (Ardiana, 2022). This will all affect the child's development at a later stage or age. The goal of PAUD is to collect data on student growth, which can then be used to guide their choice of subjects or their progress into higher education (Hastuti et al., 2022).

Educators as the main key to the achievement of STPPA for students absolutely need knowledge about children's characteristics, development and progress of children and aspects of student development to what obstacles children experience, all of this can educators know through the assessment process(Munawaroh, 2021).

An expert (Learner, 1988; 54) put forward the definition of assessment as a procedure by which data relating to the evaluation and management of children is assessed and processed. Bonnie Campbell, on the other hand, views assessment as the act of gathering data about a child's progress and growth (Ahmad, 2021). requirements analysis, often known as requirements assessment, is closely related to the idea of evaluation. An overview of how children's actual behavior compares to age-appropriate norms can be obtained through an assessment of their needs. To understand what a needs assessment is and how it works, one can look at the work of Walter Dick, Lau Carey, and James O. Carey (2005:22), who define it as "the process of gathering information about the condition of actual abilities (obvious abilities) compared to behavior." behavior based on normative standards" (Simanjuntak, 2019).

There are differences in psychological conditions (mental ages) with age-appropriate developmental standards. Mental Ages, also known as age intelligence levels, are ages of intelligence in terms of the types of changes usually associated with growth. The mental age of intelligent children is older than their chronological age, while the mental age of slow children is younger than their chronological age. As part of the evaluation process, teachers must master psychological factors. Before educators can organize and implement learning activities effectively, they need to be made aware of and familiar with the various aspects of this progress. Educators will identify individual differences in each child if they take the time to investigate and explain the various variables affecting different psychological domains (Hapidin, 2019).

This is where the role of educators is to carry out assessments of the development of their students using various assessment techniques and instruments to obtain developmental achievements and learning objectives that have been made by educators and educational units(Indrawati, 2021). Educators must first understand the meaning of assessment, assessment principles, assessment objectives, assessment techniques, the obstacles encountered in conducting assessments and the application of assessments that have been made by educators in the learning process for their students.

Most educators still adhere to more conventional teaching methods which only focus on the intellectual development of their students. One of reasons teachers do not evaluate children's performance while studying is because teachers lack knowledge about the implementation of test assessments or non-test assessments.

Some teachers find themselves limited in terms of knowledge when conducting evaluations or assessments. Taking time to plan multiple assessments is also a challenge many educators face. Another reason why teachers refrain from combining different techniques in their assessments is because they feel they have not had sufficient training in this area. No matter how a teacher is viewed in comparison to other professions, his impact on shaping the future cannot be underestimated. In fact, teachers are given the highest priority in influencing student development. Understanding how to evaluate student progress is essential for every educator. Therefore, it is very important for educators to gain deeper knowledge and practice with assessment (Mulyana et al., 2022).

On the basis of the importance of the assessment carried out by educators on each child's development in the learning process in early childhood education, researchers feel the need to conduct research to analyze the implementation of educators' assessments in observing the development of Raudhatul Athfal's children in Sagulung District, Batam.

Komaruddin (2001:53) in (Abarca, 2021) An activity of thought that breaks down a whole into its component parts, determines how the parts relate to one another, and determines what role the parts play in the larger whole.

Implementation of authentic assessments whose results are used as reports on early childhood growth and development in the form of assignment techniques, performance, anecdotal recordings, and portfolios, the application of which utilizes observations, conversations, work results, performance, and anecdotal notes, as well as portfolio files (Binsa & Handayani, 2020) in (Karta et al., 2022)

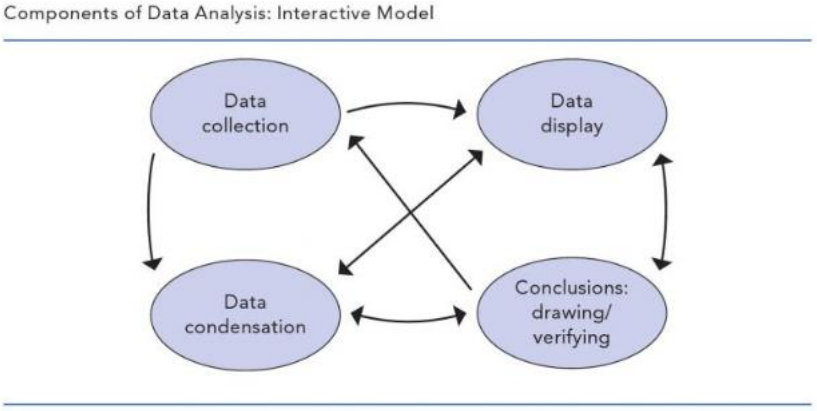
PAUD assessment is an integral component of the learning process, and provides comprehensive data for the purpose of facilitating the formulation of additional education plans or methods (Kemendikbud Dirjen, 2021).

Erick Erikson in the journal (Ine Nirmala dan Feronica Eka Putri, 2015) said that at this stage of the child's development, an attitude of initiative, as opposed to remorse, begins to form. Children can develop their personality in ways that make them more creative, enthusiastic in exploring, trying and imagining, and have the courage to try new things, if they are raised in a high-quality nurturing and educational environment (Efiawati et al., 2021).

METHODS

This study uses a descriptive method with a qualitative approach, which aims to analyze the implementation of the assessment whether the assessment method is in sync with the assessment instruments used in observing child development. Informants in the study were 26 teachers of Raudhatul Athfal. Studies that take part in the PKM workshop on 5-6 May 2023. Documentation studies are carried out on photographs of children's work. Data analysis techniques using (Miles et al., 2014), stated that researchers must have 4 main process parts

(1) Data Collection, (2) Data Reduction, (3) Data Presentation Data description. The process of analyzing data research is as follows:



RESULTS AND DISCUSSION

The independent curriculum, which was launched by the Minister of Education, Culture, Research and Technology, Nadiem Makarim on 11 February 2022, is still in the socialization stage and not all institutions have received the training. This causes the teacher to be inconsistent in implementing the assessment method and choosing an assessment instrument to monitor the child's developmental stage. Teachers have not made notes, documentation or videos to make reports on child development achievements. The teacher makes a child's report just by remembering and tracing events. But the assessment method used was 50% of respondents answered by observing only, not recording, documenting or recording. The teacher gives an assessment from memory alone. This could happen due to forgetfulness and mistakes when giving assessments or explanations in the assessment instruments used. The validity of the teacher's assessment results is certainly inaccurate and doubtful. There are differences in family backgrounds, the number of children in one class, children often do not come to school and teachers do not use digital facilities are obstacles in the implementation of the assessment.

Educators should know the extent to which success has an impact on the development of students and know the extent to which educators know how to stimulate the right students who have not maximized their development and as a report to parents about the development of students.

Analytical thinking involves decomposing a whole that integrates with each other, and identifying the functions of each into an integrated whole. implementation to achieve the big and small changes that have been decided before. In essence, implementation is an effort to understand what should be done in a program to improve PAUD learning practices and assessments, which provides a thorough evaluation. This information should be broad and include all. Deeper learning can be continued with further exploration and seeking additional knowledge. By immersing yourself in a field of study that interests one's educator and broadening the range of understanding, the learning experience becomes more fulfilling. Educators can attend workshops, explore new forms of media, or engage with experts in the field to gain wisdom and insight that can only be gained from specialized experience. In addition, educators can join the community to share knowledge and experiences. In this way, educators can continue to broaden their understanding and enhance their intellectual pursuits.

Researchers have distributed questionnaires to 26 female respondents as material to support research data entitled, "Analysis of Assessment Implementation in Raudhatul Athfal's Child Development in Sagulung, Batam".

The topic of the questionnaire is divided into 4 parts, namely: (a). How is the implementation of the assessment, (b). The assessment instrument used. (c). The assessment method used (d). Obstacles in the implementation of the assessment

Table 2, Respondent data based on age, education and teaching experience, shows that the number of educators with an undergraduate degree is 61%, high school education is 31%, the rest are at D3 level. This shows that RA educators in Sagulung District have met the standards for PAUD teachers as outlined in Permendikbud no 137/2014. This certainly does not have significant obstacles to the successful implementation of the assessment and is supported by 50% of the teaching experience of educators in the 5-10 year range.

There were 53.8% of respondents who chose the checklist assessment instrument, 42.3% of respondents answered the work, the rest were anecdotes. From these answers it can be concluded that the progress of individual child development will be seen accurately and in detail. But on the question of what method to use for assessment 50% of respondents answered "just observing". This is certainly not in sync with the implementation of the assessment instrument. So that the results obtained are the results of assumptions, you cannot see the stages of development that the child has passed so that the stimulation given is not effective.
The workshop was attended by 52 educators from 23 delegated institutions throughout Sagulung District as shown in table 1.

Table 1. Data on Teachers Participating in the Independent RA Curriculum Workshop on 5-6 May 2023 in Sagulung District

No	Nama Lembaga	Jumlah Peserta
1	RA Al Fikri	3
2	RA Al Hafidz	1
3	RA Al Hijrah	2
4	RA Al Jannatul Ilmi	2
5	RA Al Mukmin	1
6	Ra Al Ukhuwah	6
7	RA Al-Muhajirin	6
8	RA Amaliyah	1
9	RA An Nur	2
10	RA Ashaabul Kahfi	2
11	RA Asmah Al Hamid	2
12	RA Assakinah	4
13	RA Darul Mubtadi	2
14	RA Darul Muqomah	2
15	RA Insan Harapan	2
16	Ra Insan Kamil	2
17	RA Islam Perdana	1
18	RA Jami'atul Jannah	1
19	RA Mari taqwa batam	3
20	RA Miftahul Jannah	3
21	RA Nurul Haq	1
22	RA Raudlatul Qur'an 2	2
23	RA Zam Zam Darussalam	1

Source: Participant Absence

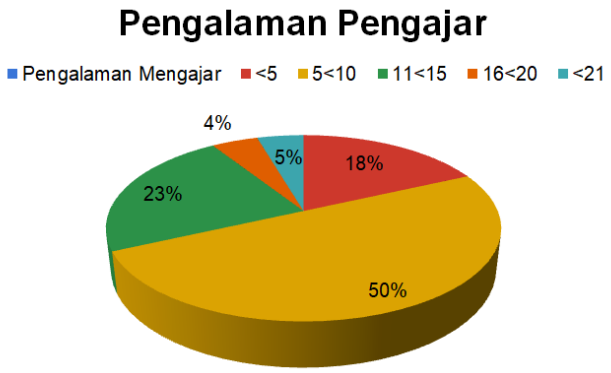


Diagram 1. Educator Teaching Experience Data
Source: Research Results

Table 2. Data on Teacher Educational Level and Teaching Experience

No	Nama	Umur (tahun)	Pendidikan terakhir	Pengalaman Mengajar (tahun)
1	Anita Sondang Hasibuan	43	S1	19
2	Atikah	32	S1	1
3	Ayu Siti Masruroh	41	SMA	8
4	Budi Astuti	42	SMA	5
5	Ernawati	47	S1	12
6	Ernayati	53	SMA	10
7	Imaroh	39	D3	2
8	Lilis Rupikah	51	S1	29
9	Martini	45	S1	11
10	Mastiyani	37	SMA	8
11	Nurul Hikmah	35	S1	7
12	Oktania Rahmadani	19	SMA	0.6
13	Ratna Willis	51	S1	20
14	Rena Dzulhafni	23	MAN	3
15	Ria Prischa Dewi	38	S1	8
16	Rosmaneli	43	S1	12
17	Sayekti	42	S1	8
18	Silvita Dewi Handayani	43	S1	20
19	Sitti Nahadia	42	S1	7
20	Sitti Rahma Hasibuan	40	MAN	10
21	Supriati	38	S1	15
22	Tilawati	52	S1	7
23	Tri Retno Sudartiati	51	S1	7
24	Ully Maghfiroh	37	S1	10
25	Ummu Salamah	46	S1	15
26	Wahyu Utami	49	S1	10

Source: Research Results

Table 3: Data on child development assessment, obstacles and solutions faced by teachers

No	SIGNIFICANT DEVELOPMENT OF CHILDREN				Obstacles in the Implementation of the Assessment	Solutions in the Implementation of Assessments
	Aspects of Religion and morals	**Language Aspect**	**Motor Aspect**	**Cognitive Aspect**		
1	Children can recite daily prayers and short letters	Changes to the communication process of listening, expressing and pre-writing and reading	Children can write to create works such as weaving, cutting, coloring and others	Occurs in changes in how to solve problems, recognize the concept of numbers and letters	Differences in family background and how to educate children at home	By holding a home visit to each student according to a predetermined schedule
2	Children are able to name the objects created by God	Able to repeat sentences just heard, recognize vowels, consonants	Children can make coordinated body movements to train balance and flexibility.	Can sort numbers, able to pair objects according to their partners	Limited time	Assessments are limited to a few children per day.
3	Children carry out religious activities according to their beliefs	Able to say simple sentences like I love you mother and family	Lively following the movements exemplified by the teacher	Recognize some colors	Method of educating children	Teachers take part in self-development training and work-shops and increase knowledge by utilizing social media
4	Children understand the rules / manners	Can communicate with the environment with the correct language	The child can balance on one foot without falling for 5 seconds	Able to solve simple problems	Number of children in class	The maximum number of children is 15 people, if there are more and also if there are children who need special attention then an additional teacher must be added.

No	SIGNIFICANT DEVELOPMENT OF CHILDREN				Obstacles in the Implementation of the Assessment	Solutions in the Implementation of Assessments
	Aspects of Religion and morals	**Language Aspect**	**Motor Aspect**	**Cognitive Aspect**		
5	Children are polite and courteous	Children are able to express opinions, whether they are learning or playing	Weight gain, height, brain development, and gross and fine motor skills.	Children can try new things, recognize shapes and recognize numbers	Do not make documentation of children's activities	Teachers must carry out their duties and functions optimally. Schools facilitate digital/electronic media to help document children's activities
6	Children are used to praying before and after doing a job	Development of the brain and intelligence	Cut properly	Children can recognize objects around them.	Children are often absent	Increase more intense communication with parents. Looking for answers from parents why this happened.
7	Children behave (imitation) begin to imitate the attitudes, perspectives and behavior of other people	Children can tell stories, read pictures to express wishes, increase vocabulary and are able to recognize symbols in prepara-tion for reading	Child can hold pencil properly	Understand the concept of simple counting, easily mix various colors so that they become beautiful	Cannot build children's concentration and motivation in learning	Parents fill out the contact book
		Children can repeat stories that have been heard in a simple way	It is easier for children to carry out activities through motion and songs	Children can name the various colors around them, recognize and can count simply	Children are very active or vice versa (quiet/passive)	Teachers better understand children's learning styles, stimulate children's abilities so that the learning atmosphere

No	SIGNIFICANT DEVELOPMENT OF CHILDREN				Obstacles in the Implementation of the Assessment	Solutions in the Implementation of Assessments
	Aspects of Religion and morals	Language Aspect	Motor Aspect	Cognitive Aspect		
						becomes conducive
		Children can describe or tell pictures around them in simple language	Children can move their hands to write and draw.	Children can solve problems in learning, for example knowing numbers and writing numbers that are not reversed	APE limited	Using loose parts around the school environment as learning resources/media
		Children can communicate 2 ways	Children can catch the ball	Children can think logically..can solve simple problems encountered	Lack of auxiliary teachers	Trying to find volunteers, making student guardians as auxiliary teachers
		Read books, tell stories	Children are able to optimize their physical development properly	It is easier for children to recognize various colors	When the focus of observation is on one child, the other children are noisy	The teacher's ability to control the class must be improved
		Understand communicating politely among friends or even teachers	Move according to the physical motor, for example running, jumping		Lack of adjustment between time and learning activities carried out.	Allocate time according to the RPP that has been made
		Children can recognize letters and read some words.	Children are able to use their limbs and their functions for gross and fine motor physical		The lack of competence of child teachers has not been able to collect data on child development	Perform assessment methods and understand the curriculum

No	SIGNIFICANT DEVELOPMENT OF CHILDREN				Obstacles in the Implementation of the Assessment	Solutions in the Implementation of Assessments
	Aspects of Religion and morals	Language Aspect	Motor Aspect	Cognitive Aspect		
			development			
					There is one child who is less focused on learning how to give children value	Teachers should study and discuss more with other teachers or the principal in mastering assessment techniques

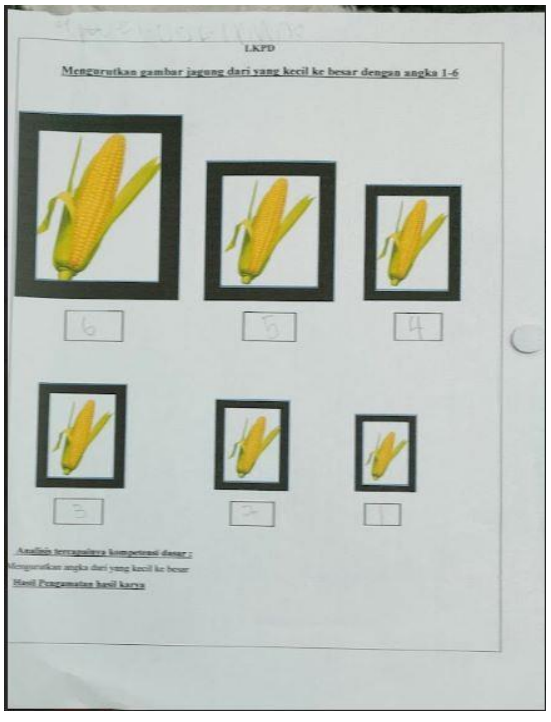
Source: Research Results

Figure 1. An example of a child's work









CONCLUSIONS AND SUGGESTION

The following are some conclusions that can be drawn from research findings that have been conducted by researchers in connection with the application of assessment in the growth and development of Raudhatul Athfal's children in Sagulung District, Batam:

1. Training on the implementation of Raudhatul Athfal's child development assessment in Sagulung District, Batam City has been successful and has followed the stages in the assessment of child growth and development, starting from planning, data collection, processing of learning outcomes, and reporting. But in practice it is still limited to completeness. data simply because everything is done through observation and not in line with progress. To help children reach their full potential, we need to exercise better judgment.
2. There are other challenges that teachers must overcome in order to successfully carry out the assessment. One of these challenges is that teacher professional competence has not been fully formed. As a result, teachers have not been able to plan assessments in the most effective way. Researchers come up with solutions to the challenges they face, which allow them to be overcome. This is indicated by the results of the final test (post test) which are much more positive than the results of the initial test (pre test).
3. In general, Raudhatul Athfal's teachers in Sagulung District, Batam, preferred their work as an assessment instrument, while the assessment technique used was only observing. In principle, the assessment is not only carried out on children's work or in the form of products, but the assessment is also aimed at aspects of the development of religious values or character, social-emotional children, and this is not in the form of products or children's work but an assessment of children's development during the learning process..

Based on the results of the research discussion above, it is suggested:

1. For Schools

   Implementation of child development assessments must be optimized because the results are very important in determining the results of observations related to student development, schools should improve cooperation and communication with parents to monitor children at home so that schools get data on children's behavior at school and at home.
2. For the Principal

   The school principal conducts training for teachers to deepen the assessment or can also invite teachers to discuss what are the obstacles experienced during the implementation of the assessment. In addition, the school principal provides digital hardware for the needs of educators in implementing assessments during the learning process such as the school's android which can be used interchangeably by educators in recording learning activities. Provision of Google Drive which is budgeted from educational operational funding assistance for storing documentation during the learning process in the unit.
3. For Teachers

   Awareness to improve and develop self-competence as educators must be built independently, not just relying on the principal or school to organize it. There is no reason for self-study because many trainings or workshops are held free of charge online.

   As educators who are directly involved with children, they should implement development assessments properly so that each child's development can be more directed and can be developed in subsequent learning.
4. For Other Parties
   a. For Other Researchers

As for suggestions for future researchers who are interested in studying the introduction of developmental assessment for children aged 5-6 years, they are advised to consider the following recommendations to improve the quality and breadth of their research: (1) review more sources and references related to the introduction of assessment of developmental assessment for children aged 5-6 year; and (2) conducting a larger scale study.

b. Government

This research can be used as input, evaluation material for making programs and determining policies for the related government, in this case the Ministry of Religion, both at the regional, provincial and central government levels, that there are still many Raudhatul Athfal educators who still do not have competence as early childhood educators, especially regarding assessment. Priority needs that are immediately carried out by the government in overcoming problems that occur in the field, especially in the regions.

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