

THE SUSTAINABILITY OF THE ASSESSMENT RESULT ON THE IMPLEMENTATION OF EARLY CHILDHOOD LEARNING IN KINDERGARTEN WITHIN THE FORMAL SCOPE IN COVID ERA

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Abstract: The sustainability of the assessment results on the implementation of early childhood learning in kindergarten aims to improve the quality of education. The result of an assessment is expected to make a contribution to improve the educator's competence, to improve children's abilities through collaboration with parents of students, and to improve program planning is more precisely, either by creating something new or modifying. The analysis results of this study indicate that the follow-up results of the assessment contribute to educators in kindergarten as an effort to deduce all children's activities as materials to improve the educators' competence, improve children's development abilities, and formulate better planning of learning programs in the future. Thus, children's development can be optimized according to the goals of education.

Keywords: early childhood, assessment, early childhood educators

INTRODUCTION

COVID-19 pandemic has a huge impact on the world, particularly in the education field. The existence of this virus causes major changes in the learning process. The learning process initially carried out face-to-face is now changed to online distance learning. So, it becomes a challenge for teachers in their management, especially those related to assessment.

Assessment is a general term that is defined as a process of gathering information that is used to make decisions about students, curriculum, educational programs and policies, methods, and other educational instruments by an institution or organization that organizes a specific activity. Linn and Grounlund state that assessment is a general term that includes procedures used to obtain information about students' learning (observation, an average of written test), and learning progress. Popham also states that the assessment is a process or a formal effort to collect information related to important variables of learning as materials for the teachers' decisions in improving the students' learning processes and outcomes. Assessment is one component in evaluation. Quantitative and

qualitative assessments are an integral part that cannot be separated from the assessment. Westwood defines assessment as a process to determine and understand the appearance of individuals and their environment. Next, Du Paul and Stoner claim that the assessment is a process of gathering information or data about the appearance of the individual concerned to make decisions.

Assessment is a process of observation, recording, and documenting the activities and work of children, how the process they produced work. According to Anggani Sudono (2009) assessment of early childhood learning also emphasizes on the teachers' ability to observe children's daily progress. Assessment is not only used to measure the success of a program but also to figure out how and to what extent the children's development in their daily activities at school. The assessment is not only conducted at the end of the activity or the end of the academic year but also is carried out gradually and continuously so that the children's learning progress can be measured.

Assessment is the process of gathering information to make decisions. Popham (1995) confirms that '*educational assessment is a formal attempt to determine students' status with respect to an educational variable so interest.*' Suharsimi in Anita Yus (2011) suggests that the target of the assessment is everything that is the center of observation because the assessment wants information about something. The assessment relating to the development of children's competence certainly cannot be ignored in aspects related to the implementation of the program itself. The method is more natural, for example, when children play, draw, or from work produced. The assessment does not condition the child in the form of exams. By knowing the talents, interests, strengths, and weaknesses of children with the ability of educators, educators together with parents can provide learning assistance or appropriate play activities for children. In line with that, appropriate learning outcomes for children can be obtained so that optimal learning outcomes are appropriate for educational programs.

Learning in Minister of Education Regulation No. 137 of 2014 concerning national standards for Early Childhood Education is the process of interaction between students, between students and educators by involving parents and learning resources in an atmosphere of learning and playing in a early childhood education program. Maman.S & Asih (2016) The aim of the learning program is to lay the foundation towards the development of attitudes of knowledge, skills and creativity needed by children to be able to adjust to their environment and to develop their children's subsequent stages and improve the performance of the institution.

Learning assessment in the educational process is a component that can not be separated from other components in teaching and learning activities in class. An assessment has indeed become an important part of learning. Based on Permendiknas Number 20 of 2007 Regarding Assessment Standards, which state that educational assessment (assessment) is the process of gathering and processing information to determine the ignition of student learning outcomes.

Assessment is not just a test at the end of learning to check how students work in certain conditions but must be carried out when learning takes place to provide information to the teacher and guide him in determining the teaching and learning actions of students. Learning assessment in education can be done during the learning process (assessment for learning). However, as can be observed at this time, students' understanding of the material provided is still less than optimal; basically, every educator does make an assessment at the end of learning, but there is a lack of follow-up on the learning outcomes of the students themselves.

During a pandemic like today, the sustainability of learning assessment results is very important to be carried out by educators on a regular basis because it greatly helps educators in increasing their own teacher's competence in carrying out learning, helping educators about seeing the extent of child development and discussing it with parents in a comprehensive and more accurate manner so that can work together to grow and develop children, and help educators to see whether the planned learning program is right or needed improvements in planning to be implemented in teaching and learning activities in the future. The accuracy of each learning implementation will determine the growth and development of children's abilities and optimized according to the expectations and desired educational goals.

METHOD

This study uses a descriptive qualitative approach to describe the analysis of learning assessment results at the El Mu'jizah kindergarten in Malang. Later the data will be collected and then described as the results of the analysis of portrayals (Sugiyono, 2019). Data collected through observations, interviews, and documentation. The subjects of this study were students and educators. The background of this election is because these parties represent the object of research.

Data collection techniques are done through observation and interviews. Stages of data analysis begin with gathering all data sources, and then data reduction is carried out by clarifying and discarding unnecessary data. The next stage is the conclusion making, which is an attempt to find the meaning of the data elements presented.

DISCUSSION

Assessment is a process of planning, obtaining data, and providing the information needed to make alternatives for decision making. Internal assessment (internal assessment) conducted by teachers of children's learning outcomes aims to assess the level of achievement of the competence of children carried out during the learning process that takes place and the end of learning (Kuswandi, Surahman, Thaariq, & Muthmainnah, 2018). The assessment of children's learning outcomes is carried out by the teacher to monitor the process, progress, development of children's learning outcomes according to their potential and expected abilities on an ongoing basis (Surahman,

Kuswandi, Wedi, & Thariq, 2019). Assessment can also provide feedback to teachers in order to improve planning and learning processes.

Lara Firdani (2011) states that the assessment is the process of collecting data in various ways about aspects of development and indicators of ability that must be achieved in accordance with the stage of child development. Abdul Rahman (2015) states that the assessment also has special terminology to describe all activities undertaken by the teacher to obtain information about the knowledge, skills, and attitudes of students. Assessment can also be defined as the process of gathering and testing information to increase the clarity of understanding about what learners have learned from their experiences.

Educators are able to organize aspects of development according to the characteristics of early childhood. Thus, educators have to be able to classify and to identify early childhood abilities in various fields of development and to be able to identify difficulties of early childhood in various fields of development.

The results of the assessment that have been obtained during the process of learning activities at school are used by educators as a follow-up analysis to find out how much influence learning in school has on children's development and also as material for teachers to compile reports to people about the development of their children. After that, the results of the assessment are used by educators as continuity in monitoring and perfecting the learning program planning.

The following explanation can be seen according to (Reiska, 2020) about the effect of the implementation of the sustainability of the results of the assessment in the implementation of early childhood learning in kindergartens, namely.

Educators Use Assessment Results to Improve Self-Competence

According to Novan. A. W. (2015) states that professional PAUD Educators ideally have four competencies, namely pedagogical competence, personal competence, social competence, and professional competence. All these competencies are very important to be owned by an educator in organizing the learning process. The following is a description that can be known about each competency that professional educators must possess.

- a. Pedagogical Competence. PAUD educator pedagogical competencies which include:
 - 1) Mastering the characteristics of the development aspects of students,
 - 2) Mastering the theories and principles of learning,
 - 3) Being able to develop curricula related to the fields they are in charge of,
 - 4) Be able to organize development activities that educate,
 - 5) Be able to utilize technology and information for the benefit of more effective learning.

- b. **Personality Competence.** This competency is a competency that shows the ability of educators to show attitudes, behavior in accordance with the norms prevailing in the environment. Personality competencies of PAUD educators include:
- 1) Acting in accordance with the norms of Indonesia's religious, legal, social, national culture,
 - 2) Present themselves as models that should be emulated by students,
 - 3) Showing performance in accordance with the rules and high responsibility,
 - 4) Uphold the code of ethics as an educator.
- c. **Social Competence.** This competence is the ability of PAUD teachers to establish excellent communication and relationships with peers, parents of students, and the community. PAUD teachers' social competence includes:
- 1) Be inclusive, act objectively, and not discriminate against anything and anyone to the surrounding environment,
 - 2) Communicate effectively, empathically and politely with anyone both in the school environment and the community,
 - 3) Adapting to a work environment that has socio-cultural diversity.
- d. **Professional Competence.** This competence is the ability of PAUD educators in charge of the field of development. The professional competencies of PAUD educators include:
- 1) Mastering the material, concepts, structure, strategy, and scientific mindset that supports the field of development that is being supported.
 - 2) Mastering the competency standards and basic competencies in the field of development that are supported.
 - 3) Developing material in the field of creative and creative development.
 - 4) Developing professionalism sustainably by taking reflective actions.
 - 5) Utilizing technology and communication to communicate and to develop themselves.

These results are indicators of competencies that PAUD educators should have in carrying out the implementation of the learning process in schools to achieve the desired goals. Analysis of the follow-up of the results of the assessment in the implementation of early childhood learning in kindergarten (TK) to achieve optimal efforts in competency education competency objectives that must be possessed by professional PAUD educators is very important. Because early childhood learning assessments are more emphasized on the competence of the ability of educators to observe children's daily progress, master the characteristics of each stage of child development, children's giftedness, and sensitivity to changes that occur in children.

The assessment results are obtained by educators regularly during the learning process to assess whether the actions can optimize the development of children's abilities or not. From the results of the assessment, educators can improve their competence in spurring quality to produce

optimal services in the implementation of education, so that the child's potential can be met according to educational goals.

Educators Use Assessment Results to Discuss How to Improve Child Development with Parents/Families to Sustain Sustainability of Child Development.

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Child Growth Detection

Detection needs to be done to see signs of healthy children such as weight gain, child height, ability to increase according to age, clean, and rarely sick. To see the results of the assessment, educational institutions usually make it easier for educators to get more accurate results by holding collaborative activities with the Early Childhood Development Post (PAUD Post) to obtain Early Childhood Development and Detection and Intervention Stimulation Services (SDIDTK) every six months. With SDIDTK services, child health workers stop the child's nutritional status, stunting (children's height is shorter than their age) or not, their development is age-appropriate or not, and are there any behavioral or emotional disorders. During the examination of the hair, if it found hair that is not clean, tangled, and lice. The eye examination is it is found in the eyes of a child with glazes, such as consuming fewer vegetables and fruit. Next, is about ear examination if found ear of a dirty child. Nose examination if found a child who often colds. Oral examination if a child's teeth are found dirty, perforated, skin examination if a child's skin is found to be dry, often itchy, reddened due to allergies, Lastly, the examination of hand nails and feet to maintain cleanliness and health.

Detection of Emotional & Independence Social Development

Early detection is related to the ability to socialize and control emotions and the ability of independent children. The child's social and emotional development must pay attention to the child's play process, which is influenced by several aspects of cognitive, motoric development, as the child's social and emotional area. Responsibilities for themselves and others, including the ability to know their rights, obey rules, self-regulate, and take responsibility for their behavior for the good of others, prosocial behavior, including the ability to play with peers, understand feelings, respond, share, and respect rights and opinions other people. Be cooperative, tolerant, and behave politely. Barriers that may occur, for example, when a child lacks concentration/concentration, difficult to interact with others, easy to cry/whiny, often angry if his desires are not obeyed.

Detection of Language Development

This early detection is carried out to see obstacles related to language skills, which include the ability to distinguish meaningful and meaningless sounds (receptive language), speech (expressive language), communication (pragmatics). Understanding receptive language, including the ability to understand stories, commands, rules, like, and appreciate reading. Expressing language,

including the ability to ask questions, answer questions, communicate verbally, retell the known, learn a pragmatic language, express feelings, ideas, and desires in the form of graffiti. Literacy includes understanding the relationship between the shape and sound of letters, imitating the shape of letters, and understanding the words in the story.

Detection of Physical Development of Motor Coarse & Soft Motor Skills

Early detection is done to see the condition of students, according to Suyadi (2009), which states the condition of students who have problems in the physical aspects of motoric, such as the problem of left-handed, blind, deaf, mute, too thin or too fat. Early detection of the gross motor is done to see obstacles related to balance and coordination of limbs using large muscles. Includes the ability of body movements in a coordinated, flexible, balanced, agile, locomotor, non-locomotor, and follows the rules.

Early detection of the fine motor is done to see obstacles that involve the movement of particular body parts that require careful coordination between small/smooth muscles and eyes and hands. Includes the ability and flexibility to use fingers and tools to explore and express themselves in various forms. Health and safety behaviors, including weight, height, head circumference according to age and ability to behave cleanly, healthy, and care for their safety.

Detection of Cognitive Development

Early detection of cognitive aspects is done to see the obstacles associated with aspects of the maturity of the thought process. Such as learning and problem solving, includes the ability to solve simple problems in everyday life in a flexible and socially acceptable way and apply knowledge or experience in new contexts. Logical thinking includes a variety of differences, classification, pattern, initiative, planning, and recognizing cause and effect. Symbolic thinking consists of the ability to recognize, to mention, and to use the concept of numbers, to identify letters, and be able to represent various objects and to imagine the form of images.

Early Detection of Art Development

Early detection of the development of art includes the ability to explore and express themselves. Art is a form or variety of a beauty that is made by someone and is reflected in a work where the form and contents provide value to influence and cause and evoke experiences from the feelings of someone who sees or hears it.

These results are the results of the detections that PAUD educators need to understand in carrying out the implementation of the learning process in schools. Collaboration between educators and parents in early childhood education is very important because learning is not only done at school but also at home and the environment around students. Especially most of the time, students are at home with family and the surrounding environment compared to school.

Educators Use Follow-Up Assessment Results to Plan New Service Programs or Modify existing ones to Improve Learning Programs

Service Program, according to Ana, J.I et al. (2013), in the form of services provided to education customers, both to students as the main customers receiving education and learning services, as well as parents and the community as users of educational outcomes. Kindergarten (TK) is a form of education unit in the formal education pathway that carries out educational service programs with the primary target of students such as adjusting study groups with ages 4-5 years in group A and 5-6 in group B. This institution opens five days a week with 2.5 hour service hours a day and learning services in each unit of early childhood education following the calendar of education in their respective regions.

Each service implementation requires assessment, especially learning program services for students; it is very necessary to have an assessment so that children's learning outcomes are measured comprehensively and accurately. The results of the assessment in learning are information material about the level of achievement of students' development relating to the area of habituation development and the field of basic ability development. The results of the assessment can also provide input for educators in modifying programs and early childhood learning activities. The results of the assessment can be used as input for educators to make fun activities in order to stimulate students' growth and development optimally.

The results of the assessment can also be considered by educators to invite students to do activities that are appropriate to the needs and interests of children. Based on the statement of Dian P.D. (2018) that the results of the assessment activities are also used to provide the educational services needed based on the modality (potential) of the individual required in compiling the learning program. The information that is explored in the assessment activities is not only the obstacles that the child has but also the potential of the child and later what needs are needed by the child.

Implementation of follow-up assessments in teaching and learning activities in addition to seeing the progress of children's development and material for reports to parents of students, follow-up assessment results are also one of the main things that aim to help educators plan to learn to support the smooth planning of educational services programs. This process is a stage of a series of children's development processes in the educational institution that must be passed during learning activities at school. The procedure referred to is none other than the statement of Mesiono (2017) which states that the follow-up process of assessment results is used by educators to improve programs, methods, types of activities/activities, use and arrangement of educational play equipment, hygiene tools, and health, as well as to improve facilities and infrastructure including for children with special needs.

The implementation of the assessment must pay attention to the consistency with the implementation of child development assessments at school, make details of the results of child development assessments based on predetermined criteria, and be associated with various stimulation

strategies that are beneficial to children's development, guaranteeing that parents will be accurate as to the information about children's problems in a development containing multiple ways and strategies of communicating provide correct information that is comprehensive and accurate. Then the follow-up of the assessment results that have been obtained by educators is expected to be a correction of the program, methods, types of play, playing tools and infrastructure because it is a form of support to be a media in facilitating the achievement of the goals of Early Childhood Education (PAUD).

CONCLUSION

Pandemics certainly affect learning, especially assessment. Follow-up on the results of early childhood learning assessment is an effort of educators in order to conclude the overall results of activities at school that will be delivered to parents. If there are no serious problems that hinder the development of students in school, educators and parents together conduct further learning programs. If some obstacles or difficulties interfere with students in their development, educators and parents must create a specific service program according to the problem of its development.

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