Strengthening Early Childhood Learning Outcomes through Authentic Assessment of Students

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Abstract

The assessment process carried out in schools is traditional assessments that focus on cognitive, affective, and psychomotor aspects. The review should be able to assess all factors, namely attitudes, skills, and knowledge. This paper aims to describe authentic assessment in early childhood learning. The results of this study are a description of the original as a process of evaluating early childhood learning outcomes. This research was conducted at RA Alhanafiyah, located in the sub-district of Kotaanyar Probolinggo. The research technique uses qualitative methods by collecting data through observation, interviews, and documentation. Interviews were conducted on elements in the school, starting with the principal, four educators, and two guardians. The results showed that the authentic assessment was carried out in three stages: first, checklist, anecdotal evaluation, and evaluation of the work. The implications obtained from accurate estimates are applied to institutions that provide increased achievement in different categories such as achievements in cognitive, motor, language, religious and moral values, art, and social-emotional by looking at children's unique abilities.

Keywords: learning outcomes; authentic assessment; early childhood

Abstrak

Proses penilaian yang dilakukan di sekolah selama ini dengan penilaian tradisional yang menitik beratkan pada aspek kognitif, dan mengabaikan aspek afektif dan psikomotor. Penilaian seharusnya dapat menilai seluruh aspek yaitu sikap, keterampilan, dan pengetahuan. Tujuan dari penulisan ini untuk mendeskripsikan autentik asesment dalam pembelajaran anak usia dini. Hasil dari kajian ini merupakan deskripsi dari penilaian autentik sebagai suatu proses evaluasi terhadap hasil belajar anak usia dini. Penelitian ini dilakukan pada RA Al Hanafiyah yang berada di kecamatan kotaanyar probolinggo. Teknik penelitian menggunakan metode kualitatif dengan melakukan pengumpulan data melalui observasi, interview dan dokumentasi. Interview dilakukan pada elemen yang ada di sekolah dimulai dari kepala sekolah, tenaga pendidik sejumlah empat orang dan dua wali murid. Hasil penelitian menunjukkan bahwa assessment autentik dilakukan melalui tiga tahapan yaitu; pertama penilaian ceklis, penilaian anekdot dan penilaian hasil karya. Implikasi yang diperoleh dari authentic assessment yang diterapkan pada lembaga memberikan peningkatan prestasi dengan kategori berbeda seperti prestasi dalam bidang kognitif, motoric, bahasa, nilai agama dan moral, seni serta sosial emosional dengan melihat kemampuan anak yang memang unik.

Kata Kunci: *hasil belajar; autentic asesment; anak usia dini.*

Introduction

Education is a step in changing one's life from ignorance to knowing. The benchmark for the quality of one's life in the future is determined by early education as primary education (Wahid et al., 2021). Early childhood education is critical to carry out as the basis for the formation of the human personality, namely the formation of character, character, intelligence, cheerfulness, skill, and fear of God Almighty (Mustajab & Maulidiya, 2022). Educational institutions that accommodate children aged 0-6 years are called early childhood education (Hefniy et al., 2022).

Early childhood is a period that requires guidance and guidance for self-development and requires an approach to providing developmental stimulation to find relevant assessments (Widat et al., 2022). In education, the assessment process is a form of evaluation technique and is one of the most critical components in the learning process. The assessment results can be used as a benchmark to see whether the learning objectives as specified in the curriculum have been achieved or not. In fact, in this case, the assessment can also be used to measure how far the learning objectives have been completed (Rozi & Jannah, 2022).

Until now, phenomena that occur in schools until now students have not received a mature and meaningful internalization of values (character education) in depth. All of this is caused by the teaching and learning process, which refers to the cognitive aspect only so that the affective and psychomotor aspects of the character are neglected. This situation is also caused by the factor of the learning model in schools that still uphold the content of the material in the face of assessment.

With curriculum development, it is hoped that it will be able to balance high academic mastery without emphasizing spiritually-based characters in students (Jannah, 2021; Munif et al., 2021). At the level of intelligence, children also have differences from one child to another because children have unique characteristics. In this case, a reasonable and appropriate learning process will affect the quality of learning (Selian, 2019).

The learning process is an effort to achieve the essential competencies formulated in the curriculum. In addition, assessment activities are carried out to measure and assess the level of achievement of critical competencies (Baharun et al., 2021). Management of education and learning is based on the values that become a reference (Surya, 2017). Assessment is also used to determine strengths and weaknesses in the learning process to be used as a basis for decisions and improvements to the learning process that has been carried out. Therefore, a sound, planned, and sustainable assessment system needs to support a good learning process.

So far, the assessment used is traditional assessment, in which the evaluation prioritizes knowledge competence only, while attitude and skill competencies are often neglected (Umiarso et al., 2022). Standard review only focuses on students' understanding without further honing their skills, which results in students having difficulty when entering real life later (Idris & Asyafah, 2020). The results of the assessment of knowledge if it is associated with the quality of education in Indonesia, the education process is still of low quality. The low rate of education has encouraged various parties to reform and improve the education system so that this nation can compete in an increasingly competitive global era.

Assessment of learning outcomes ideally can reveal all aspects of the learning domain, namely cognitive, affective and psychomotor aspects. This makes educators feel confused in the learning and assessment process. What kind of assessment can cover several factors that can provide a complete picture of the attitudes, skills, knowledge, and how the students live their daily lives and relate it to what they learn in school and how the format covers it all these aspects (Mudarris et al., 2022).

The RA Al Hanafiyah institution assessment still focused on the knowledgeability of children who incidentally did not touch other abilities such as skills and activeness in learning even though they had implemented the k-13 curriculum. Still, the assessment was more focused on knowledge. This needs to be studied together and solved together in exploring problem-solving. The chosen innovation is the application of the authentic assessment-based

k-13 curriculum to achieve a better level of development. There may be tasks that cannot be done in class in some instances, so these tasks must be done outside class hours and even outside school. This assessment was developed because the traditional evaluation that has been used so far ignores the real-world context and does not describe students' abilities holistically.

The authentic assessment was chosen to determine children's learning outcomes based on previous research conducted by previous researchers; Wijayanti, (2014) said that authentic assessment could improve scientific thinking skills effectively. Every aspect of students' scientific thinking skills has increased. Furthermore, Marhaeni & Artini, (2015) convey that authentic assessment is no longer solely used to measure the knowledge achieved by students (cognitive) and to measure the attitudes and skills of students towards what has been learned. Authentic assessment is also a form of assessment that displays tasks in real situations by displaying meaningful essential skills and knowledge (Zulminiati & Hartati, 2021).

Then Kartowagiran & Jaedun, (2016) asserted that authentic assessment could encourage students to be more active and more responsible because they have to answer questions and complete tasks given by the teacher in the form of problems found in real life. It can be concluded from the results of previous studies that authentic assessment assesses students not only from cognitive abilities but also from fundamental skills in everyday life. Will be more confident in answering basic questions in life accompanied by skills and self-interest.

Based on these problems, an assessment provides an excellent opportunity for students to show what they have learned during learning. This assessment is known as an authentic assessment. Authentic assessment is considered capable of measuring students' overall learning outcomes because the teacher provides an assessment of learning progress from various aspects, including the learning process. The authentic assessment also provides broad opportunities for students to apply the knowledge, skills, and attitudes they already have. Therefore, researchers try to integrate accurate assessment with the teacher's approach to students in strengthening children's learning outcomes in all aspects of child development. It is a novelty from previous research.

Methodology

This study uses a qualitative method with case studies in the field, which aims to describe the problem and analyze the issues. According to Rahmawati et al., (2020), the primary data sources in qualitative research are words and actions. The rest is additional data such as documents and others. This method was chosen because it was considered effective in reviewing and collecting the required data related to the research being studied.

The place of research was carried out at the Raudlatul Athfal level institution, namely, RA Al Hanafiyah Kotaanyar Probolinggo. The data collection technique used by the author was to seek information through observation, interviews, and data collection. Sources of informants were obtained from the principal, four teachers on duty, and two guardians of students. As a source of information reinforcement, the author also goes to the field to see firsthand the assessment process and conduct study documentation, analyze documents related to research, which are then analyzed in the form of reduction (data selection), display data (understand and examine the data obtained) then concluding determining the results of the study.
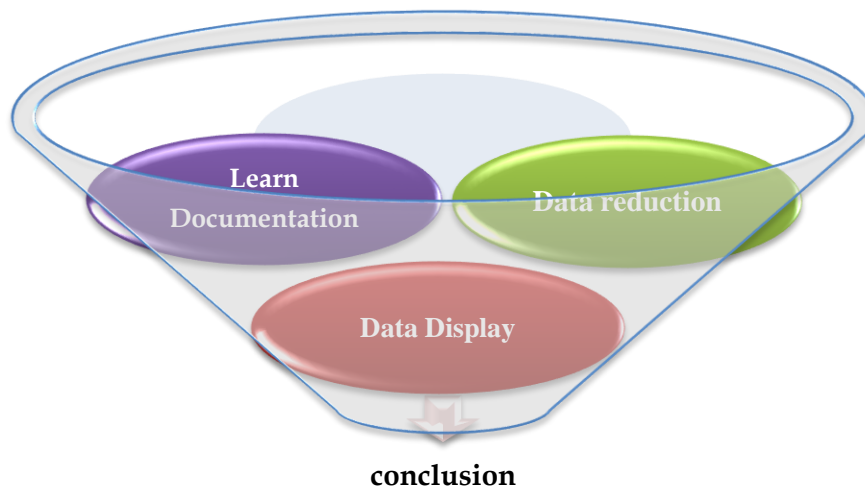
Figure 1. Research Data Collection

Results And Discussion

The assessment carried out has gone through a careful planning process arranged in the RA Al Hanafiyah k-13 curriculum as stated by IF1 as the head of RA Al Hanafiyah, who conveyed that the assessment had been planned included in the curriculum. Planning is a process carried out to determine goals and achieve targets using effective methods to achieve a goal. Planning also includes deciding targets, policies, products, services, tools, expenses, schedules, locations, personnel, and corporate relations (Arumsari, 2017).

The authentic assessment process is structured in the curriculum that applies at RA Al Hanafiyah; this institution uses the K-13 curriculum. The 2013 PAUD curriculum is a plan related to collecting, selecting, and analyzing several relevant pieces of information from various sources. It is a refinement of the previous curriculum so that children are ready to face life now and in the future (Fitri et al., 2017).
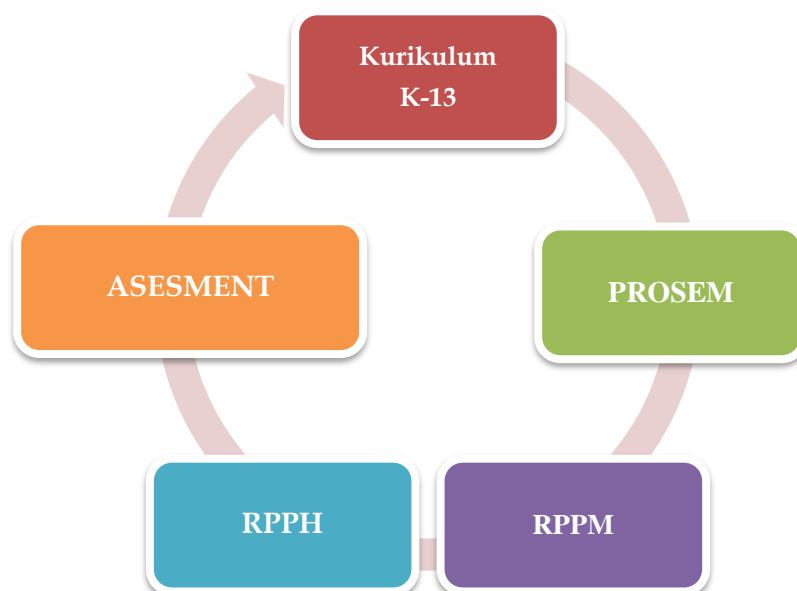

Figure 2. Lesson Plan

Authentic assessment is carried out to seek for children's learning outcomes to be more optimal in all stages of development adapted to the k-13 curriculum combined with a teacher's approach to students. Several locations, including;

Assessment Techniques (checklist)

Assessment technique (checklist) is carried out to record the results of early childhood achievement, which is carried out by marking the accomplishment of specific indicators with unique signs. Special signs can be checkmarks, letters, certain symbols, etc. Checklist assessment makes it easier for teachers to assess by giving a checkmark on the level of ability that students have achieved.

The checklist technique as an assessment technique is carried out using four measurement scales according to the provisions of the assessment guidelines for early childhood education learning; the four measurement scales are using the abbreviations BB (not yet developing), MB (starting to establish), BSH (creating as expected, and BSH (setting). very good.) This measurement scale is applied to assessment files filled out by the teacher when the lesson has been completed (Anggraini & Kuswanto, 2019).

As also explained by IF2, one of the groups A teachers at RA Al hanafiyah that BB (Undeveloped) embedding is for children who have not been able to do their assignments and have not been able to solve their problems and still need guidance or assistance from their teacher, for MB (Starting to Develop) embedding. Carried out on children who are starting to be able to carry out activities but need to be reminded or given examples in completing these activities, then for BSH (Developing According to Expectations), it is carried out on children who can carry out activities independently and consistently without having to be reminded or guided by teachers. In contrast, for BSB (Very Well Developed), a checklist assessment is carried out on children who can carry out activities independently without the teacher's help and help their friends who have not achieved their abilities according to the typical indicators.

It was also revealed by IF3 teacher companion group A that in providing authentic assessment-based assessment, the teacher uses an approach to students so that teachers understand the character and interests of students, especially in areas that are favored by students, from the results of the teacher's analysis, the teacher can direct and guide children in specific regions that cover six aspects of development (Religious and Moral Values, Cognitive, Motoric, Language, Social-Emotional, and Art)

Checklist assessment was carried out on all students present to take part in learning on the same day. The checklist assessment is carried out every day by the teacher by referring to the achievement indicators listed in the RPPH (daily learning implementation plan) in RA Alhanafiyah; the Checklist assessment is listed in the table 1.

Table 1. Assessment Techniques (checklist)

No	Name Student	ASPECTS OF CHILD DEVELOPMENT																							
		Moral Religion Values				Motor Physics				Cognitive				Language				Emotional Social				Art			
		Being able to be grateful for the plants created by Allah (NAM: 1.1)				Gymnastics to the rhythm (FM: 3.3-4.3)				Children count the number of animals (kog. 3.6 -4.6)				The child says the name of a wild animal (BHS: 3.12-4.12)				Able to share toys with friends (Sosem: 2.10)				Able to color pictures of wild animals (S:3.15-4.15)			
		BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB	BB	MB	BSH	BSB
1	Ilmi		√			√						√		√					√					√	
2	Ana	√						√			√		√		√				√					√	
3	Nadia		√				√								√				√					√	
4	Husen	√				√					√			√				√						√	
5	Azmi		√			√						√			√				√				√		

Based on information from one of the informants, namely the IF3 teacher group B, RA Al Hanafiyah said that the authentic assessment carried out on RA Al Hanafiyah students was carried out by looking at the reality ground by everyday life. According to Umar (2016), assessment is a synonym for measurement, testing, or evaluation. While the term authentic is a synonym for genuine, honest, valid, or reliable. So it can be underlined that accurate assessment provides a reasonable and objective evaluation based on facts and reality.

Through a checklist assessment carried out every day, teachers can measure the extent to which student achievement refers to predetermined indicators and has met the child development achievement level standard (STPPA). STPPA is the minimum criteria for the ability achieved by children in all aspects of development and growth that have distinctive characteristics and include elements of religious and moral values, physical-motor, cognitive, language, social-emotional, and artistic.

Anecdotal assessment

In addition to the Checklist assessment technique, RA Al Hanafiyah also uses anecdotal assessments to measure students' abilities. The anecdotal notes aim to strengthen the teacher's understanding of each child as an illustration of the child's abilities as material for preparing the next lesson plan.

Anecdotal notes (anecdotal notes) are a collection of records of important events about children's attitudes and behaviour in certain situations. These notes can be used to find positive and negative children's creativity which then uses the teacher as a semester assessment material (Mulyasa, 2012). Anecdotal notes can contain activities that children or their friends have not successfully carried out, children helping friends, children without objects, and children having accidents (Yus, 2011).

IF3, one of the accompanying teachers for group A, RA Al hanafiyah, said that in recording anecdotes, the format used was by the guidelines; it's just that the written anecdotal notes were still a formality and lacked detail. This is due to the teacher's limited time to fill out detailed anecdotal notes for each child. The main things recorded in the anecdotal notes include the name of the child whose development is recorded, the main activity or learning experience that the child is participating in and behaviour, including the speech, conveyed during the activity.

IF4 teacher group B also emphasized that anecdotal notes were made by writing down what the child did or writing in an objective, accurate, complete, and accessible manner without restrictions on the teacher's freedom. Accurate (precise), intent (as is, without labelling, for example, cry baby, lazy, naughty), specific (specific/confident), simple (not wordy), and teacher notes related to indicators that emerge from children's behaviour.

Notes in an activity journal for anecdotal notes would be better if accompanied by photos of children's activities. Suppose the teacher is busy facilitating the child, and at the same time, the teacher catches a meaningful action carried out by the child. In that case, the teacher can scribble with codes or abbreviated words as a reminder. If you have a camera, it will be easier to record in the form of photos or videos. After the child comes home, then the event is written more fully.

Children's container table from anecdotal notes conducted on RA Al Hanafiyah in assessing authentically by looking at events that reality occur in students' daily lives and prioritizing behaviour that occurs in the circumstances. Anecdotal assessment served on table 2.

IF5, the accompanying teacher for group B conveyed that in recording anecdotal scores, the teacher prepared pocket notes which would later be used as recordings of the

child's assessment; the teacher only noted the outline or the points, but later after the activity was finished the teacher would copy the pocket notes on the anecdotal notes in detail according to with the development of students.

Through anecdotal notes, teachers not only assess children from cognitive aspects but teachers record children's development in all aspects of development, ranging from religious and moral values to cognitive, motoric, social, emotional, language, and art. So that parents can find out the talents of students who stand out by looking at the most significant developments in children.

Table 2. Anecdotal Assessment

Num	DATE AND TIME	TIME	CHILDREN'S NAME	INCIDENT	KD & INDICATOR	DEVELOPMENT ACHIEVEMENTS
1	Tuesday, November 30, 2021	08.30	Nadia	Children want to lend colored pencils to friends who don't bring colored pencils.	(Sosem: 2.10)	**BSH**

Art assessmentor Performance Appraisal

The final assessment is carried out through the k-13 curriculum approach, namely by using the evaluation of the work; the evaluation is carried out by looking at the position obtained by students. The results of students' ideas that are poured into real jobs can be in the form of handwork, artwork, or children's displays, for example, drawings, paintings, folds, collages, cutouts, writing/doodles, concern results, building blocks, dance, crafts and so on.

Assessment of technical work results is an assessment of skills in making a product or work. Product assessment is obtained from the final result and in the manufacturing process. Information sourced from children's work can be obtained through the documentation method (Syamsudin, 2014).

IF2 said that in assessing the teacher's work, only taking pictures of the children at the time of doing the job because the photos will be used for documenting the work of students. The work assessment results are examples of all types of children's work that can show the development of students.

Authentic assessment can mean and, at the same time, guarantee objectivity, natural, indeed the results of the student display, accurate and meaningful. So, using an authentic assessment model in measuring creativity learning outcomes also guarantees the actual situation and information about children (Adinda et al., 2020).

IF3 also emphasized that the children were more enthusiastic and actively asked about the activities carried out in carrying out activities. With the activities carried out in practice, the work is proven to make children more active in completing the tasks given, so it is straightforward for teachers to provide an assessment of students because the majority of students want to do activities in the form of work.
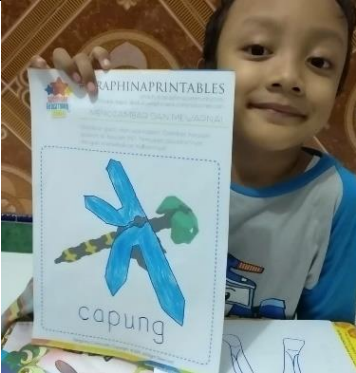
In assessing the teacher's work, the teacher displays an assessment narrative. Still, the teacher also shows the job done by students and conducts an assessment according to the indicators and primary competitions that have been set. Table 3 is a picture of the evaluation of the work or performance.

The researcher observed one of the students at RA Alhanafiyah who made different works from his friends. The work results were carried out by taking pictures of dragonflies with contrasting colors; on average, other students gave the same color, but this one student put green on the head, blue on the wings, and the dragonfly's body with black and yellow

patterns. The researcher interviewed these students and received imaginative answers saying that the dragonfly was wearing a headgear using leaves to prevent heat. The wings were blue because of the child's favorite color, and they looked black, and yellow was the original color of the dragonfly.

From the results of these interviews, researchers can analyze children's imaginations to be more felt by carrying out artistic activities and can produce accurate assessments of these works of art. Based on the interviews with two parents who saw the child's development through an evaluation conducted by RA Al Hanafiyah, the parents found monitoring the child's development very helpful. IF6, the guardian of group A, said that we could find out which interests of our children are more prominent and need to be sharpened further with the authentic assessment technique. IF7 also emphasized that we understand more and our children's talents through accurate assessment. Our children prefer handcrafted activities to others, and our children can channel their abilities by winning the gradation technique coloring competition at the sub-district level.

Table 3. Assessment of Work

Name	Results	Activities (KD)	Narrative	Progress Achievements			
				BB	MB	BSH	BSB
Ahmad Yazidul Ilmi		(Seni:3.15-4.15)	The child can draw a line to form a dragonfly image and color it with a favorite color.			√	
Naimatul Maula		(Sosem: 2.9)	the child can share his belongings and shows a high sense of concern			√	

Authentic assessment is the process of collecting information by teachers about the development and achievement of learning that students have carried out through various techniques that can express, prove and demonstrate clearly that the learning objectives have been truly mastered and achieved (Rahayu, 202 C.E.). Educational assessment standards explain the results of assessments by educators to be further analyzed to determine progress and learning difficulties (Guwa et al., 2021).

Using the three assessment techniques RA Al Hanafiyah can provide an overview and actual results on students' abilities. Authentic assessment is very appropriate to be chosen in managing significant effects and not only judging from

one point of view but from various directions so that children's learning outcomes can be seen and concluded from multiple points of view.

Conclusion

An authentic assessment was conducted at RA Al Hanafiyah to strengthen student learning outcomes in collaboration with an approach by the teacher to identify the developmental talents of students. An accurate assessment is carried out using three assessment techniques, namely checklist assessment, anecdotal assessment, and assessment of work. Through these three assessment techniques, teachers can measure children's achievements through various aspects of knowledge. The implications obtained from the application of authentic assessment can provide an overview to teachers and guardians of students' students' interests so that teachers and guardians of students are more focused on honing students' abilities. Of course, this study cannot be generalized to all institutions because, looking at the situation and conditions of these institutions, the researcher hopes there will be further research on the same case with more flexible results.

Acknowledgement

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