

Learning Evaluation in Early Childhood Education During the Covid-19 Pandemic at Aisiyah Kindergarten Babadan Sambu Boyolali in the Academic Year of 2020/2021

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ABSTRACT

This research aims to describe 1) aspects of learning evaluation, 2) procedures of learning evaluation used, and 3) reports of learning evaluations to student parents. It is a qualitative descriptive research. The data collected are aspects, procedures, and reports of learning evaluation. Data collection uses interview and documentation techniques. Data sources are class teachers and student parents. Validity of data uses triangulation of sources and techniques. The technique of data analysis uses the interactive analysis model of Milles and Huberman. The research results show: 1) the aspects evaluated in learning consist of six development aspects and *Kemuhammadiyah*, 2) the procedures of learning evaluation involve assessing children's work sent by parents via the *WhatsApp* application. The only assessments carried out are daily assessments using checklist techniques, 3) and the reports of learning evaluations from the results of daily assessment recaps carried out once every six months at the end of the semester in the form of a Child Development Report Book containing descriptive reports and checklists.

Introduction

The impact of the COVID-19 pandemic is enormous, one of which is on education. In education, there are changes in the implementation of learning. From early childhood to higher education, teaching-learning and evaluating in the classroom have been transferred to distance learning. Evaluation of learning in early childhood education, which is usually carried out by teachers by observing children directly, cannot only be done by teachers because parents are the ones doing the learning.

Meanwhile, learning evaluation is crucial to see children's developmental achievements and learning success.

The success of education depends on the quality of learning. Good learning quality can be seen in how the teacher plans, implements and evaluates learning. Learning plans must be made following the child's developmental needs. Implementation of learning is carried out by providing stimulation during learning. Learning evaluation is carried out to determine the success of achieving the objectives of a lesson. This is in line with the

opinion of Arikunto (2013) that evaluation is a series of events or activities that aim to measure the level of success in an educational program. Meanwhile, PAUD (Early Childhood Education) aims to achieve maximum child growth and development by providing stimulation.

The learning evaluation is carried out following the learning plan that has been made previously. In preparing the RPPH (Daily Lesson Plan), the teacher also determines the evaluation that will be carried out. It is in line with the explanation of Hani (2019: 52), who says an assessment or evaluation plan is written to prepare RPPH. RPPH is to measure the results of the learning process. Assessment or evaluation is carried out systematically and continuously regarding the stages of growth and development that children have achieved through learning activities. The type of instrument used adapts to the learning process prepared in the RPPH.

The aspects evaluated in learning include six aspects of development. Besides those aspects, there are other ones, such as multiple intelligences and life skills. All these aspects are listed in the RPPH. When making the RPPH, it is also determined what aspects are evaluated. According to Jatmiko (2020: 91), the aspects that will be evaluated are determined after formulating the activities in the Semester Program for RPPH. The evaluation for children involves all aspects of development, namely religious and moral, social-emotional, cognitive, fine motor, language, and art.

According to the PAUD Learning Assessment Guidelines (Kemendikbud, 2015: 1), the learning evaluation aspect includes children's growth and development as contained in the Child Development Achievement Level Standards (STPPA). The growth includes physical measurements that can be measured with measuring instruments, like body weight, head circumference, and height. Meanwhile, the development includes things related to the child's psychology, namely moral and religious values, physical motor skills, cognitive abilities, language, social emotions, and art.

The procedure of learning evaluation includes daily, weekly, monthly, and semester assessments.

Assessments are carried out daily from when children arrive until they leave school. The assessment instruments are checklists, anecdotal notes, and children's work. According to Safitri (2020: 1218), the evaluation process determines the child's development. The assessments include daily, weekly, monthly, and semester assessments. The assessment methods are anecdotal notes, checklists, and children's work. Every time an assessment is carried out, every phase of the child's development is known and reported.

The reporting of learning evaluation is an activity to explain and communicate information about children's growth and development to their parents. Reports are made based on the results of assessments that have been carried out and then summarized. Reporting can be done quarterly or once a month at the end of the semester. Reporting is in the form of a narrative description of the child's developmental achievements. According to Anhusadar (2020: 41), children's learning outcomes reported to parents cover all aspects of development following the child's level of developmental achievement. Every aspect of development is explained with narration. The report is based on the recapitulation results of assessments carried out. Meanwhile, the reporting form is a checklist assessment and narrative description (Jatmiko, 2020).

According to Waseso (2007: 93), the evaluation results report is a form of academic responsibility and the professional duty of a teacher. The aim is to explain and communicate progress or delays in the child's growth and development. It describes the child's physical growth and development of competence, attitudes, knowledge, and skills. Reports are made in writing in the form of narrative descriptions as the results of checklists, observations, and children's work.

Research Method

This study is qualitative and descriptive research. The subjects of the research were three class teachers. The data collected are aspects, procedures, and reports of learning evaluation. Data was collected through interviews and documentation. The research data was validated using source triangulation. Student parents

checked learning evaluation procedure data and learning evaluation reports from class teacher interviews. Triangulation techniques validate interview data on learning evaluation aspects and learning evaluation reports compared with documentation data on learning evaluation aspects and learning evaluation reports. The data analysis technique uses the interactive analysis model of Milles and Huberman with data reduction, data display, and conclusion. The interview data was transcribed, reduced, and given an interview code, subject, and problem formulation. Documentation data is presented and coded according to the problem formulation. Then, the data is displayed according to the problem formulation, and a unit of information is created to conclude some conclusions.

Results and Discussion

Aspects of learning evaluation during the COVID-19 pandemic at Aisyiyah Kindergarten Babadan are six aspects of development and *Kemuhammadiyah* (a subject that learns about *Muhammadiyah* as a social organization). Teachers provide evaluations to children at the level of developmental attainment according to age, as written in the RPPH. This is as explained by the teacher AI in the interview.

“There are six aspects of development and Kemuhammadiyah which are evaluated. In the Kemuhammadiyah, students learn about getting to know Muhammadiyah figures, introducing Muhammadiyah symbols and mars Muhammadiyah songs, knowing Muhammadiyah autonomy organizations, telling stories about Muhammadiyah, and so on.” (Interview, June 29, 2021).

“In the RPPH, objectives are achieved, so that is the basis for the assessment” (Interview, May 28, 2021).

Teacher R reinforces information from teacher AI.

“There are all six developments. But because it’s Aisyiyah here, there’s an additional religion subject. That is Kemuhammadiyah.” (Interview, June 1, 2021).

In the daily assessment documentation data for Kindergarten A (week 9, March), it is written that

six aspects of development were assessed: *“telling simple experiences regarding sources of fire in the environment (SOSEM 2.5)”*, as well as in the daily assessment of TK B, *“matching the pictures with the corresponding numbers (Kog 3.6, 4.6)”* (week 7, February). In the report documentation, some aspects are evaluated with checklists and descriptions.

The results of interview data and documentation obtained data on the aspects evaluated, namely six aspects of child development according to the child’s developmental age at STPPA. It means the teacher brings about growth and development according to the child’s age. There is also the *Kemuhammadiyah* subject, which teaches many things, such as getting to know the *Muhammadiyah* symbol and *Muhammadiyah* figures. This aligns with the PAUD Learning Assessment Guidelines (Kemendikbud, 2015: 1), which state that the learning evaluation aspect includes the child’s growth and development as stated in the Child Development Achievement Level Standards (STPPA).

Learning evaluation procedures are carried out every day. Assessments are carried out involving parents. Parents document the results of their children’s work in photos or videos via WhatsApp. When there is memorization or singing, parents send voice messages. At that time, the teacher assessed and appreciated the children and parents. So, teachers need to know the process before they judge what parents send. As explained by the teacher AI in the interview:

“During the pandemic, only use work sent by parents via the WA group. Parents joined the learning. The teacher asks how the child develops at home and keeps asking the parents. The teacher asked if there were any difficulties or not. How was the child? Sometimes, some parents need support from teachers. We also judge from there. But there are also passive parents, so the teacher assessed only the results of their work.” (Interview, May 28, 2021).

Based on the interview with teacher T, it was also the same case.

“So far, we know the results of children’s work from the parents who sent them via WA application. Everything is sent including the results of the images, videos, and voice notes. Immediately, the teacher gave her appreciation.”

However, in our assessment book, there is still a separate assessment. But appreciation is a matter of spontaneity. Teachers appreciate parents' efforts and motivate them to be even more enthusiastic." (Interview, May 31, 2021).

After checking with interviews with parents, in conducting the assessment, the teacher only looked at what the parents sent.

"Online, sister. The teacher gives assignments via the WA group, and then when the child has finished the work, the parent sends a photo or video to the teacher" (Interview, June 3, 2021).

This is in line with Amalia (2016), who says that learning evaluations carried out at home involve the involvement of parents or families to achieve developmental aspects.

Meanwhile, the teacher's intensity in involving parents in evaluating learning is only sometimes. Teachers only sometimes ask parents, or parents more often ask questions or tell stories to teachers. Every day, teachers only give appreciation to children and parents without any feedback. From the results of the interview with student parent H, he said:

"Not every day, sister. just sometimes. When I send in the assignment, the teacher gives appreciation. But asking about developments, it's rare, not every day" (Interview, June 2, 2021).

Likewise, the opinion of teacher R:

"it involves parents a lot in the learning, sis. That's right. If the child is with the parents at home, the teacher must involve the parents in the learning process. But teachers ask parents about the child's development, I think it's not every day. It's just sometimes." (Interview, July 1, 2021).

It is different from research by Irwanto (2015), who stated that the evaluation submitted by parents consists of the child's learning results daily. The teacher provides feedback to parents so that they can find out the strengths and weaknesses of that day for learning betterment.

The daily assessment is carried out using a checklist technique per class. The weekly and monthly assessments have yet to be realized, so the daily assessments are followed up with semester assessments. Teacher T said:

"For daily assessments, we assess using a checklist. The weekly and monthly assessments haven't started yet, sister.

The instrument is ready, but it doesn't work yet." (Interview, May 31, 2021).

Likewise, teacher R said:

"Checklist using MB, BSB, sister. The weekly assessment hasn't started yet. Actually, The instrument is ready, but it doesn't work yet. The monthly assessment also hasn't started yet" (Interview, July 1, 2021).

From the documentation data, there are daily assessment sheets per class. This does not follow the Directorate's statement (2015) that assessments are carried out daily using checklist techniques, anecdotal notes, and work results. The daily assessment is then summarized for weekly, monthly, and semester assessments.

The report of learning evaluation during the COVID-19 pandemic is still being held. A teacher AI said:

"there was a report definitely. It was in semester 1, although the report was as simple as the teacher could assess."

Likewise, from the interview with teacher R,

"We still had reports in the previous semester. We convey it to parents directly but still attend school according to health protocols. We'll use that report, sister. It contains narrative descriptions and checklists. At the end of every semester, we meet the parents to take their children's report" (Interview, June 1, 2021).

Apart from that, the analysis of report documentation includes the reporting process. Reports are also carried out in the form of descriptions and checklists. The report of learning evaluation is carried out periodically at the end of each semester according to the academic calendar schedule in the form of a Student Development Report Book or School Report Card. The form of the report is a written narrative description and checklist. The teacher conveys it verbally and textually. Besides school report cards, teachers also give children's work for one semester to parents. According to Waseso (2007:9.5), the learning evaluation reporting method uses the Student Development Report Book, conferences, and informal explanations.

Conclusion

Based on the problem formulation and results of research conducted at Aisyiyah Kindergarten Babadan Sambu Boyolali regarding learning evaluation during the COVID-19 pandemic, it can be concluded that learning evaluation was carried out on six aspects of development and *Kemuhammadiyah*. Assessments are only carried out daily, followed by a Child Development Report containing descriptive assessments and checklists. Reporting is carried out periodically according to the academic calendar schedule by providing parents with students' development report books or school report cards.

From the conclusion above, the suggestion that can be given is that teachers provide evaluations at the child's play stage. The assessment procedures were further improved for anecdotal note techniques weekly and monthly assessments, which still needed to be implemented. Children's work is given a description, not just a letter grade. Teachers should follow up on learning evaluation reports for further learning planning.

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