

THE STANDARDIZATION OF STUDENT ASSESSMENT (THE CASE OF ONE PRIVATE KINDERGARTEN)

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Abstract: *Assessment is one of the important components to know the effectiveness of learning. This descriptive qualitative research aims to analyze student assessment standards at the kindergarten level in Tadika Al-Fikh Orchard Selangor Malaysia. Data collection techniques are done through observation, interview, and documentation. Then the data is analyzed with the interactive analysis model of Miles and Huberman, then tested by triangulation to find out the validity of the data that has been analyzed. The results of the research found that Kindergarten Al-Fikh Orchard assesses its students on six pillars, namely: pillar of communication; pillars of spirituality, attitudes, and values; pillar of self-skills; Pillars of physical and aesthetic development; the pillar of science and technology, and the pillar of humanity. The six pillars are then interpreted based on performance standards, which have three levels of mastery. The conclusion of this research shows that the assessment of students carried out by Kindergarten, is able to provide information to parents of students about the intellectual development of children at school, as well as helping teachers to reflect and evaluate in planning the right learning strategy and planning for the next level.*

Keywords: *Assessment, Kindergarten, Standardization, Students.*

Introduction

Assessment is an activity to assess something through the process of observing, recording, documenting the performance and work of students, as well as how they do it as a basis for making decisions about children's education that are useful for students (Suyatno, 2005). Information from the assessment will be used as a basis for evaluating children's development in early childhood education units (Harfiani & Setiawan, 2019).

The principles of assessment in early childhood learning are systematic, comprehensive, continuous, objective, educational, and meaningful (Fadhillah, 2017). Other principles according to Pucket and Black are holistic, authentic, continuous, individual, multi-source and multi-complex (Suyatno, 2005). While according to Hamdayana, the principles of evaluation include, valid, educational, objective, transparent, meaningful, comprehensive, and sustainable (Hamdayana, 2016).

The assessment is explained on the assessment technique and form of instrument used to collect data. In the dish it can be poured in the form of a horizontal and vertical matrix. When the evaluation uses descriptive written test techniques, performance tests, and homework in the form of projects must be accompanied by an evaluation rubric (Hamdayana, 2016). The follow-up of the assessment results provides a contribution for teachers in kindergartens as an effort in the framework of summarizing all children's activities as material to improve teacher competence, improve children's development, and make better learning program planning (Primanisa & Zahriani, 2020). Assessment activities carried out by teachers can utilize digital applications as learning evaluation media (Setiawan et al., 2023).

Literature Review

The development of early childhood is important to know, because the current development of the child will affect the span of his life. Knowledge about early childhood development can help parents and teachers to prepare efforts to optimize the child's development (Khaironi, 2018). Student evaluation in school tends to be developmental evaluation, although student growth data is still not ignored. Several aspects of early childhood development have been extensively researched, including as described below:

First, the development aspect of religious education. Islamic religious education is given to children from an early age through introductions to the creation of Allah SWT about nature and its contents. Then worship is introduced, especially prayer, ablution, reciting daily prayers, and Islamic nuanced habits are taught in order to develop good morals (Jasuri, 2015). In addition, it also trains children to learn Al-Qur'an with Iqro' (Hanipah, 2016). The learning evaluation system of Islamic Religious Education in kindergarten is done daily and semesterly, where the results of both become indicators of student progress (Ali, 2015).

Second, the development aspect of moral education. Education as an effort to change children's behavior to become better, especially in educating children's morals at an early age. The development of early childhood morality is influenced by internal and external factors (Fitri & Na'imah, 2020). The implementation of moral education in early childhood involves parents at home and teachers at school. The level of behavior, speech, and appearance of adults around them will be imitated by children, therefore moral development in children can take place through direct education, imitation, and the process of trying (Khaironi, 2017). The development of moral values is closely related to children's character, so it should become a daily habit, therefore teachers should be able to plan programmed learning activities and use learning media that can guide children in their moral development (Afnita & Latipah, 2021).

Third, aspects of the child's social emotional development. Parents have a big role in building the social development of children, that is, parents act as guides, motivators, facilitators, supervisors, and also as friends for children (Amelia & Sumarni, 2022). Parents are responsible for forming a good personality in preschool children, for that the correct parenting pattern from parents must match the child's characteristics (Rofi'ah et al., 2022). Social emotional learning in early childhood can be done with traditional games. The provision of supervision and the development of commitment before the game is the keyword for the emergence of behavior that reflects aspects of social-emotional learning in early childhood (Mukhlis & Mbalo, 2019).

Fourth, aspects of language and communication development. Effective communication in early childhood requires, among other things, that parents need to choose the right time to communicate with the child, the language used must be understandable by the child, the attitude when communicating with the child, and the type of group where the communication will be carried out (Hermoyo, 2014). In the learning process for early childhood children, communication should be developed with strategies adapted to the child's level of growth and development, there are three things that are very urgent in developing communication with early childhood children, namely the use of the right term, continuity, and the presence of warnings to move theme (Bahri, 2018).

Fifth, aspects of physical development. A good child's physical development will go through the stages of development that children go through from the age of 0 to 12 years old, but there are many factors that affect physical development, among others: factors of heredity, environment, sex, health/nutrition, social/economic status and disorders emotional. Physical problems in children include motor problems, vision, hearing, and language problems (Winarsih, 2021). A child's motor development is one of the aspects that must be observed, because it is often a benchmark to prove that a child is growing and developing well. Giving a lot of time for

children to do activities that support their motor development and proper supervision is one of the right efforts in supporting the physical development of children at an early age (Fitriani, 2018). Increased child growth, allowing children to be more active and develop their physical skills, and also the development of exploration of the environment without the help of their parents (Murni, 2017).

Sixth, aspects of the development of art and skills. In art education, children are freed to express what is in their souls, so that children can grow their creativity in creating something (Pamungkas, 2015). Children's creativity grows along with the development of children's fine motor skills. Fine motor skills are seen as an important factor in the process of developing cognitive skills in early childhood. There are four ways in efforts to develop children's fine motor skills, namely providing tools and materials, providing instructions and opportunities for training, observing children individually and in groups, and evaluating the development of their fine motor skills on an ongoing basis (Rahmawati et al., 2020).

Seventh, aspects of the development of science. The substance of science learning in early childhood education programs is oriented towards the process of introduction and mastery of science according to the child's age level, therefore the field of science learning for early childhood children includes two large dimensions, namely viewed from the content of the study material and viewed from the field of development or the ability that the child achieves (Saepudin, 2011). There are two science learning processes for early childhood children, namely the scientific process and the skills of the science learning process, which include observation, grouping, measurement, communication, experimenting, concluding and applying (Izzuddin, 2019). Science trains children to use their five senses to recognize various symptoms of objects and events. The more the senses are involved in learning, the more the child understands what he is learning (Roostin & Swandhina, 2019).

Eighth, aspects of technological development. Technology products can be used in early childhood learning, both in terms of moral, motor, cognitive, language, art, and social. Examples of the use of technology for early childhood learning are television for moral learning, bicycles for motor activities, computers for cognitive aspects, devices for language learning, as well as role-playing tools for the social realm (Rohmah & Aflahani, 2019).

The purpose of this research is to analyze the standard of student evaluation at the early childhood education level in Tadika Al-Fikh Orchard Malaysia. The assessment carried out at school observes the development and growth of children, based on aspects of early childhood development.

Method

1. Research Location

The location of this research is at Tadika Al-Fikh Orchard which is located in Port Klang Selangor Malaysia. The reason for choosing the location of this research is because Al-Fikh Orchard is an educational foundation that has more than 40 kindergarten branches spread throughout Malaysia, such as Penang, Kuala Lumpur, Johor, Malacca, and Kelantan.

2. Types of Research and Data Collection Techniques

This research is qualitative research with a descriptive type. The basic data in this research was collected using the following techniques: 1) observation, that is, the researcher directly visited the research location to see the learning process and the assessment process carried out by the teacher in the kindergarten; 2) interview, the main informant of this research is the school principal. The researcher also interviewed several teachers to obtain information related to the assessment system carried out in kindergartens, and 3) documentation, which is in the form of an

Assessment Record Book, which was specifically designed by Al-Fikh Orchard Kindergarten, as a guide for teachers in conducting assessments.

3. Data Analysis Techniques

The data analysis technique used in a qualitative approach, with a descriptive type in this research is a qualitative analysis that uses the Miles and Huberman interactive analysis model, that is, the qualitative data analysis is done interactively and continues continuously until the data reaches the saturation point (Miles & Huberman, 1994). Miles and Huberman's interactive analysis model goes through several stages of components, namely: data collection, data condensation, data presentation, and conclusion. As seen in the picture below:

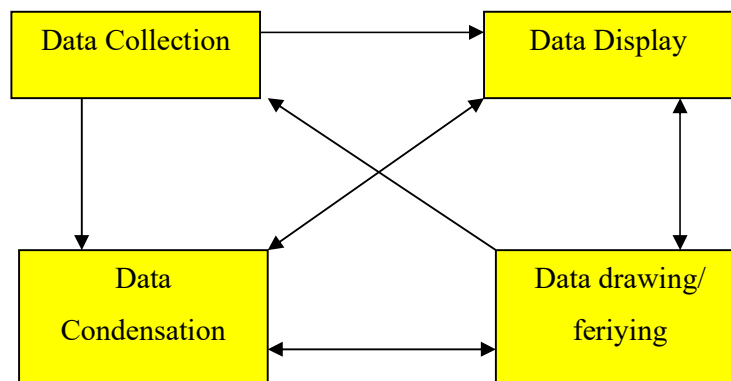


Figure: Data Analysis Components (Interactive Model)

4. Data Validity Testing Techniques

Qualitative validity is an effort to check the accuracy of research results by applying certain procedures (Creswell, 2010). In this research, to test the validity of the data, a triangulation method was used, either technical triangulation or informant triangulation. The triangulation technique carried out in this research is by presenting the research results which are strengthened by at least three types of data collection techniques, namely observation, interviews and documentation. Meanwhile, informant triangulation is testing the validity of data which is supported by the results of interviews with several informants, either with different informants or with the same informant but at different times.

Result and Discussion

Learning assessment is important to determine the level of student ability, the level of achievement of learning targets, as well as to reflect and evaluate learning outcomes, as well as to report to parents about their child's progress at school. The assessment process uses assessment standards that have been set by the government, as is the case with the assessment at Tadika.

Based on the results of interviews with informant-1, it was stated that:

... in Malaysia, the way to measure is the KSPK quality standard system, where schools and teachers carry out their own assessments but still follow the standards set by the Malaysian Ministry of Education ...

This is supported by the results of observations carried out directly by researchers at the location, where researchers saw the learning process and assessments carried out by the teachers

there. Then it is also supported by the documentation owned by the former, namely in the form of the Al-Fikh Orchard Assessment Record Book.

Tadika Al-Fikh Orchard designed the Preschool Pupil Assessment Record Book based on the National Preschool Standard Curriculum (KSPK) 2017, Ministry of Education Malaysia. Assessment is an orderly process to obtain information about student development and learning. This record book is used to continuously record the achievements of the students in the kindergarten from time to time, following the provisions set by the kindergarten.

The use of the Assessment Record Book planned by Tadika Al-Fikh Orchard is expected to help to track the growth and development of students, whether it is aspects of intelligence, potential, strength, or lack of students towards the planning of relevant follow-up actions. Based on the 2017 KSPK standard document, the Ministry of Education has identified the constructs and assessment standards that should be observed for the students throughout their learning in kindergarten.

The following are the results of research on student assessments at Tadika Al-Fikh Orchard Malaysia as well as a discussion of each study.

1. Valuation Principles

The 2017 National Preschool Standard Curriculum document of the Ministry of Education, among others, has provided guidance to teachers in the implementation of assessment for students in kindergarten. Among the principles that should be followed, include:

- a. The assessment made must be comprehensive by including all aspects of the students such as cognitive, affective, psychomotor, and spiritual.
- b. The assessment carried out must be made in accordance with the purpose, objectives and goals of the 2017 KSPK.
- c. The assessment carried out is not based on the comparison of achievements among students, but based on the set criteria.
- d. Assessment prioritizes the process, in an informal, natural setting, is diagnostic and continuous.

The document also states that among the assessment methods is through observers who can involve peers, teacher assistants, family members or the community. This assessment record book chooses a checklist instrument, but teachers can diversify with other records, rate scales, anecdotal records, continuous records, time sampling, event sampling and so on.

The results of the analysis of the assessment principles carried out at Tadika Al-Fikh Orchard are in accordance with the assessment principles that should apply, this is in accordance with the theory of Hamdayana (2016) and Fadhillah (2017) which states several assessment principles for early childhood, namely systematic, comprehensive, continuous, objective, educational and meaningful.

2. Recording of Student Mastery Level

Completing records of students' mastery levels using checklists is based on the constructs or content standards in the National Preschool Standard Document. There are three levels of mastery in the standard of achievement determined during observation. Observation must be done continuously in a certain period as agreed by the kindergarten management. The more often the observations are made, the easier it is for the teacher to determine the student's mastery level, on the construct that has been determined.

Informant-2 explained:

... in the assessment record book there are 8 columns of optional dates on each construct to determine the level of student mastery throughout their learning in kindergarten. The

teacher uses a mastery scale of 1, 2 or 3 by referring to the interpretation of the scale, in the last column of each construct. After recording the level of achievement, the teacher writes a review of the student's achievement in the assessment construct space that prints notes...

Then informant-2 continued his explanation, that this review is important to help teachers, students or heirs know the true picture of student development and growth. Therefore, follow-up actions, whether recovery, enrichment or strengthening can be carried out, to help the development of students. Then at the final stage, the teacher writes a summary and notes on each field/pillar as a summary of reporting the development and progress of students in the first/second semester.

The researcher also directly observes the assessment record book owned by Tadika Al-Fikh Orchard, as it is an important documentation in this research. Record books are given to heirs to know their children's progress either monthly, calendar, or yearly. Teachers and guardians can write any comments about their child's or students' records in the student control comment form.

There are several areas that are aspects of assessment, namely:

a. Pillar of Communication

There are two language developments that are assessed, namely Bahasa Melayu and English Language. In Malay there are six constructs namely: 1) Listening and speaking skills; 2) Interact using simple sentences; 3) Recognizing and naming the alphabet; 4) Word reading skills; 5) Reading and reading comprehension skills, and 6) Writing skills. While the English Language has five constructs, namely: 1) Listen to and respond appropriately; 2) Respond to conversations appropriately; 3) Read single syllable words; 4) Read phrases and sentences, and 5) Write words and phrases.

Based on the description of the construct above, it can be analyzed that there are two communication supports used at Tadika, namely Malay and English. As the results of research by Hermoyo (2014) stated that effective communication in early childhood is using language that the child understands. So because in Malaysia two languages are used, namely Malay and English, the learning provided is in accordance with the child's level of ability and needs, as according to Bahri (2018).

b. Pillars of Spirituality, Attitudes, and Values

There are two developments in knowledge that are assessed, namely Islamic Education and Moral Education. In Islamic Education there are 18 constructs, namely 1) Knowing the letter hijaiyah; 2) Memorizing surahs from the constituents of Amma; 3) Knowing the simple language of the Qur'an; 4) Knowing the word shahadah; 5) Knowing the basics of believing in God; 6) Knowing the Pillars of Faith; 7) Knowing the Pillars of Islam; 8) Performing ablution; 9) Performing a prayer simulation; 10) Knowing the head of the Prophet Muhammad SAW; 11) Practicing prayer in daily life; 13) Writing Javanese letters; 14) Memory*; 15) Ablution*; 16) Prayer*; 17) Arabic*, and 18) Iqro'/Qiraati*. (The * mark indicates that the construct is not in the Preschool Education Curriculum and Assessment Standard Document.

Moral Education has 10 constructs, namely: 1) Kindness - helping others; 2) Be responsible- implement personal responsibility; 3) Be grateful-show an attitude of gratitude; 4) Hemah high-Be polite in speech and behavior; 5) Respect-respect others; 6) Courage- Dare to try a new task; 7) Honesty- Be honest in life; 8) Craftsmanship- Diligent in performing tasks; 9) Cooperation-being able to work together while performing tasks, and 10) Tolerance- Tolerating in association.

Based on the description above, it can be analyzed that the constructs determined in the assessment indicators are appropriate, this is in line with research conducted by Jasuri (2015)

regarding the provision of Islamic religious education for early childhood, such as the practice of prayer, ablution, reading prayers, and Hanipah (2016) research on education in reading the Koran using the Iqro' method, as well as the habit of having good morals. Likewise with moral education, as in research conducted by Khaironi (2017) on how to educate children's morals through direct education, example and the process of trying. Meanwhile, Afnita & Latipah (2021) emphasizes moral education in children through the habit of good character in everyday life.

c. Pillar of self-skills

The core of self-skills has seven constructs, namely 1) The skill of recognizing and managing one's own emotions; 2) The skill of recognizing other people's emotions; 3) Skills to build a positive self-concept; 4) Build self-control; 5) Build confidence to communicate; 6) Understanding the needs, feelings, and views of others, and 7) Using social skills in interacting.

Based on the description above, according to Amelia & Sumarni (2022) and Rofi'ah et.al (2022), parents have a big role and responsibility in building the social emotional development of children with a parenting pattern that fits the characteristics of early childhood. Parents at home and teachers at school should educate children on how to properly manage emotions so that children become strong and pleasant individuals.

d. Pillar of Physical and Aesthetic Development

There are two developments that are evaluated, namely Physical development, as well as creativity and aesthetics. Physical development has eight constructs, namely: 1) Fine Motor Development; 2) Gross Motor Development-Locomotor; 3) Gross Motor-Non-Locomotor Development; 4) Manipulation skills; 5) Rhythmic movement; 6) Personal and reproductive health; 7) Personal safety care, and 8) Healthy and safe eating.

The Development of Creativity and Aesthetics has five constructs, namely: 1) Singing songs from various repertoires; 2) Playing percussion instruments; 3) Making movements following the music; 4) Expressing creative ideas in the production of works of art; and 5) Appreciate works of art.

The construct analysis of the aspects assessed by teacher Tadika Al-Fikh Orchard is in accordance with the theory put forward by Fitriani (2018), namely that it has given children lots of time and opportunities to carry out motor activities, while remaining under the supervision of teachers at school. Meanwhile, the development of creativity, especially in numbers 4 and 5, is in line with research by Pamungkas (2015) which gives children the freedom to express what is in their souls in order to foster their creativity.

e. Pillar of Science and Technology

There are two developments that are assessed, namely the development of early science and early mathematics. Early science development has six constructs, namely: 1) Observation skills; 2) Skill in classifying objects; 3) Skill in making measurements; 4) Prediction skills; 5) communication skills, and 6) Exploration skills. While the early development of mathematics has 14 constructs namely: 1) The skill of matching objects; 2) The skill of comparing the quantity of objects; 3) Serialization skills; 4) Skill in producing patterns; 5) Understanding of consistency; 6) Knowledge of numbers; 7) The skill of arranging numbers 1-10 in ascending and descending order; 8) Skill in counting ten- ten to 100; 9) Skill in solving operational problems plus within 18; 10) Skill in solving subtraction operation problems within 18; 11) Use of money of different value; 12) Understanding time in daily life; 13) Knowledge of form, and 14) Produce creative constructions.

Based on the description above, it can be analyzed that there are many skills that are expected to grow in children, this is in line with research done by Izzuddin (2019) about the science learning process and Roostin & Swandhina (2019) research about science learning that trains children to use five his senses in recognizing various symptoms of objects and events. In addition, research conducted by Rohmah & Aflahani (2019) explains that technology products can be used in learning for early childhood children. This field of science and technology develops children's cognitive aspects.

f. Pillar of Humanity

The backbone of humanity has seven constructs, namely: 1) Understanding oneself and relationships with family; 2) Understanding the relationship with the school; 3) Carrying out the responsibility of taking care of public facilities; 4) Knowing the country of Malaysia; 5) Show love for the country; 6) Appreciate the cultural heritage of the Malaysian community, and 7) Show an attitude of loving the environment.

In this field it can be analyzed that Malaysian nationality really instills love for the country from an early age, children are trained to understand themselves, their families, the environment and the natural surroundings so that they are always sustainable and protected. This is in line with research conducted by Khaironi (2018) which states that a child's development is very important, because it will influence him throughout his life span. Therefore, it is necessary to instill a sense of love for the country and nation from an early age, so that it becomes a provision for them to be loyal to the country, continue to defend and love their country, and understand their rights and obligations as citizens and citizens of the world.

3. Assessment of Mastery Level in General

PERFORMANCE STANDARDS	
Level of Mastery	Interpretation
1	Pupils know basic things or can do basic skills or respond to basic things
2	Students can use knowledge and skills to implement something
3	Pupils can use knowledge and skills to implement something in a new situation or creatively in an orderly or civilized manner.

This Assessment Record Book will make it easier for teachers to record students' mastery of achievements in areas that have been determined continuously. Meanwhile, parents or guardians can also monitor and provide views or suggestions regarding the development of their children.

Providing achievement standards to measure a child's level of mastery in a field is generally very helpful for teachers and makes it easier for teachers to carry out the assessment process. This is in line with the theory of Suyatno (2005) which states that assessment is the basis for making educational decisions which is useful for knowing child development, as also stated by Harfiani & Setiawan (2019) who states that assessment is used as a basis for evaluating children's development in early childhood education units.

Conclusion

Based on the results of the research and discussion, it can be concluded that the student assessment system carried out at Tadika Al-Fikh Orchard is based on the 2017 KSPK (National Preschool Standard Curriculum) quality standards, Ministry of Education Malaysia. Assessment

follows the assessment principles that have also been established by the Malaysian Ministry of Education. The assessment areas consist of 1) communication support; 2) Support spirituality, attitudes and values; 3) support self-skills; 4) support physical and aesthetic development; 5) support science and technology, and 6) support humanity. Each of these fields has a different number of constructs according to the learning objectives to be achieved. The assessment system includes filling in the date in the assessment column according to the construct and mastery stage according to the interpretation rubric, then the teacher also provides a narrative review of the child's development. Parents or guardians of students are also given the freedom to write reviews regarding their child's achievements or level of development, so that follow-up, recovery, enrichment or strengthening actions can be taken that can help the student's development. Then at the final stage the teacher writes formulations and notes in each field/support as a formula for reporting records of student development and progress in the first and second semesters.

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