

Evaluating Assessment Accuracy: Evaluation of the Suitability of Assessment Standards with Early Childhood Development

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Abstract

This study aims to evaluate the assessment standards of Rare Muchtary Kindergarten Denpasar through an evaluation of the suitability of the assessment standards with early childhood development. Using an evaluation research approach, this study seeks to deeply understand the ongoing assessment practices and their relevance to the stages of child development. Data were collected through direct observation in the classroom, in-depth interviews with teachers and principals, and analysis of assessment standard documents and child development records. The results of this study indicate that Rare Muchtary Kindergarten Denpasar is very administratively compliant with the National Assessment Standards, with high scores on objectives, principles, and various assessment techniques (observations, anecdotal notes, conversations, parent reports). However, there is still an opportunity to improve the accuracy and suitability of the assessment implementation with actual child development.

Keywords: assessment accuracy, evaluation standards, Rare Muchtary Kindergarten

INTRODUCTION

Early childhood education (PAUD) plays a crucial role in laying the foundation for a child's holistic development, including cognitive, social-emotional, physical motor, and language aspects. In Indonesia, one of the main pillars for ensuring the quality of PAUD is through the implementation of appropriate assessment standards. Assessment is not just about evaluating learning outcomes, but rather an ongoing process to understand the development of each child, identify individual needs, and design relevant interventions. (Fabillah, 2019) . The accuracy of the assessment becomes very vital because the learning decisions and support given to the child are highly dependent on the information obtained from the assessment process (Lestari et al., 2024) .

The early age period is the most important and fundamental early period in a child's life, followed by various important periods from the beginning of development to the end of development. One of the periods that distinguishes early age is the golden period. (Mudarlis, 2020) . Because children experience very rapid growth and development in various aspects, early childhood is often referred to as the "golden age" or "golden age". Therefore, we must prepare our next generation by preparing our children to grow and develop optimally morally, physically, motorically, cognitively, linguistically, socially, and emotionally. (Amini, 2014)

Early childhood shows specific growth and development patterns in physical motor, cognitive, sociolinguistic, religious, artistic, and moral, depending on their developmental stage (Fatmawati *et al.*, 2022). Early childhood includes children aged 0-6 years, the early years are also called the golden age. Children in this golden age begin to be sensitive to various stimuli and like picture books with interesting pictures (Halim and Munthe, 2019).

Early childhood education is a development effort aimed at children from birth to the age of six and is carried out through educational stimulation to help the physical and spiritual growth and development of children so that they are ready to enter further education (Izzati et al., 2022) . Early childhood education, also known as *the golden age*, is the golden age of human development. A person's brain develops most rapidly during this period. This occurs in early childhood, namely between 0 and 6 years. From the information above, it can be concluded that early childhood education is education given to children aged six

to six years or the golden age, when their brains can develop quickly and easily receive information.

In the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 12 of 2024. This regulation regulates the implementation of the Independent Curriculum for early childhood, elementary, and secondary education levels. National Standards for Early Childhood Education (PAUD). (Yanti & Syahrani, 2021) STPPA covers child development which includes 6 aspects of early childhood development. Content standards include learning materials or content that is adjusted to the child's development stage. This process standard raises the criteria for implementing learning in a learning implementation process in an education according to the objectives. This assessment standard is about the assessment criteria for the learning outcome process carried out in or outside the classroom. The standards for educators and education personnel are criteria for pre-service education, in this case education personnel must have academic competence. These facilities and infrastructure standards cover the facilities and equipment available at the school. Management standards are standards that discuss the implementation of teaching activities. This financing standard covers the financing of each education, both large and small costs obtained from the government.

Assessment standards are used to assess student learning outcomes in elementary and secondary schools. These standards include standards related to the scope, objectives, benefits, principles, mechanisms, procedures, and instruments used to assess student learning outcomes (Yanti & Syahrani, 2021). Based on the understanding above, these assessment standards include assessment tools and criteria related to the learning outcomes of children or students. Portfolio-based assessments, assignments, daily tests, mid-term tests, and final semester tests are some examples of assessments that we can do.

Rare Muchtary Kindergarten is a private school established in 2012. Our purpose in visiting Rare Muchtary Kindergarten is to assess with assessment standards, namely to evaluate and improve the quality of assessment, and to ensure that the assessment carried out is in accordance with national standards and the needs of early childhood. This study also aims to identify strengths and weaknesses in the implementation of assessment in kindergarten, so that more targeted improvements can be made. Rare Muchtary Kindergarten Denpasar, as one of the PAUD institutions in Bali, certainly has an important role in providing education for children around it. Like other educational institutions, Rare Muchtary Kindergarten is also faced with the challenge of ensuring that the assessment standards applied are truly in accordance with the stages of early childhood development. Often, assessment practices in the field may not be fully aligned with child development theory, which can result in inaccurate or irrelevant assessments. For example, the use of instruments that are too formal for early childhood, or the focus of assessment that is too narrow on cognitive aspects without considering other aspects of development, has the potential to provide a biased picture of children's abilities and progress.

The gap between established assessment standards and the reality of child development in the field can have several impacts. First, inaccurate information can cause teachers to make inappropriate learning decisions, such as giving assignments that are too easy or too difficult, or failing to identify children who need special support. Second, parents may receive progress reports that do not reflect their child's actual condition, thus inhibiting their active participation in supporting their child's learning process at home. Third, for educational institutions themselves, inaccurate assessments can hinder efforts to improve quality and develop adaptive curricula (Mania et al., 2019).

Therefore, this study is relevant and urgent to be conducted. By focusing on the evaluation of the suitability of assessment standards with early childhood development at Rare Muchtary Kindergarten Denpasar, this study aims to evaluate the accuracy of the current assessment. Through an evaluation approach, this study will explore how teachers understand and implement assessment standards, what instruments are used, and how the assessment results are interpreted to support child development. It is hoped that the findings of this study will not only provide a comprehensive picture of assessment practices at Rare Muchtary Kindergarten, but can also be the basis for formulating practical recommendations to improve the accuracy and effectiveness of the assessment system, so that it truly becomes a tool that supports the optimization of each child's potential.

Starting from a significant gap between ideal practice and reality in the field related to assessment in PAUD. This gap analysis will outline where the gap lies and why this research is crucial to fill it.

METHOD

The approach to determining the assessment used in this study evaluation method. The evaluation in question is through documentation, interviews, and observation. Documentation involves collecting data from various written or recorded sources. This can be in the form of notes, transcripts, books, newspapers, magazines, inscriptions, or recordings of activities. Unlike observation which focuses on living objects, documentation focuses more on non-living data that already exists in the form of documents.

According to (Purhanta, 2010) , documentation is a way to obtain data from documents. Meanwhile, (Sarwono, 2006) explains that in evaluation research, documentation can include notes, diaries, newspapers, magazines, photographs, policy documents, or even paintings. In addition to the methods already mentioned, this study also uses interviews. Interviews are basically conversations that have a specific purpose. As explained by (Zaluchu, 2020) , interviews involve two people: the interviewer who asks questions and the interviewee who answers.

This method is very flexible for collecting in-depth and personal data. (Moleong, 2014) added that interviews allow researchers to continuously monitor the information collected and verify participant statements. Furthermore, (Mamik, 2015) stated that interviews are a method of collecting data through structured open-ended questions, designed to obtain comprehensive information from research subjects.

Observation is also used in this study. Observation is one of the main methods for collecting information and data. This is done by observing and recording phenomena systematically, as explained by (Bungin, 2007) . (Samsu, 2017) added that observation is the process of collecting data or information through direct observation at the research location.

In short, observation is a method of data collection in which researchers observe research objects directly to see how they work. Researchers can make assessments using this method to collect data on learning activities. Every research activity has a very important and strategic research instrument. The type of instrument used will be adjusted to the type of data needed and must be in accordance with the research question.

Research instruments are a crucial part of research methodology. According to (Hanurawan, 2012) , research instruments are tools used to collect, analyze, and interpret data to answer unsolved research questions.

RESULT AND DISCUSSION

Based on the results of observations of assessment standards at Rare Muchtary Kindergarten shows that the Assessment Standards at Rare Muchtary Kindergarten are of good quality. This finding is certainly by using data analysis techniques presented in the following table.

Table 1. Observation Results of PAUD Assessment Standards at Rare Muchtary Kindergarten

| Kriteria | Butir | Nilai |
|--|-------|-----------|
| Panduan Penilaian <ul style="list-style-type: none"> • Tujuan penilaian • Prinsip dasar penilaian • Prosedur penilaian • Bentuk dan teknik penilaian • Penyekoraan | 58 | 4 |
| Teknik Penilaian <ul style="list-style-type: none"> • Obsevasi • Catatan adekdot • Portofolio • Percakapan/dialog • Laporan orang tua | 59 | 4 |
| Laporan <ul style="list-style-type: none"> • Setiap minggu • Setiap bulan • Setiap semester • Tahunan | 60 | 3 |
| Jumlah | | 11 |

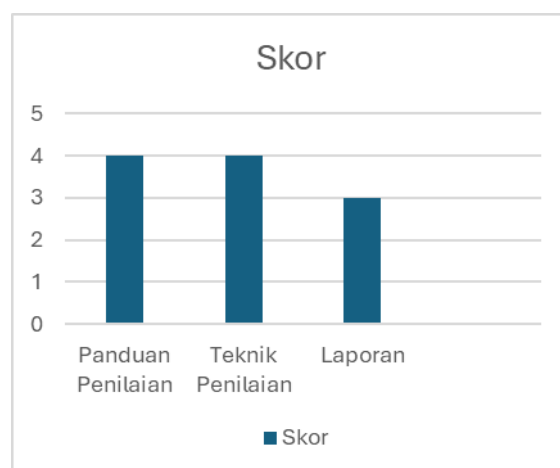


Figure 1. Standard Assessment Graph

Table 1 shows the observation results data for the Assessment Standards at Rare Muchtary Kindergarten with a score of 11. These results will later be arranged based on the following formula.

$$\text{Score} = \frac{\sum X_o}{\sum X_i} \times 100$$

Information :

$\sum X_o$ = Total score obtained

$\sum X_i$ = Ideal maximum score

Calculation:

$$\text{Score} = 10/11 \times 100 = 91.6$$

Rare Muchtary Kindergarten performed very well in meeting the National Assessment Standards. Their assessment included clear guidance, a variety of effective techniques, and comprehensive reporting, although there is potential for improvement in communication with parents.

Rare Muchtary Kindergarten has established strong assessment objectives and principles, demonstrating high administrative compliance with national standards. This means there is a clear framework for what is assessed and why, ensuring the assessment process is solidly grounded and relevant to early childhood development.

The school uses a variety of assessment techniques to gain a holistic picture of children's development, including: (1) Teachers conduct in-depth observations of children. This approach is powerful because it aligns with theories of child development (e.g., Piaget and Vygotsky) and the principles of authentic assessment. Observations focus not only on outcomes, but also on the learning process, strategies used by children, emotional expressions, and social interactions. This produces rich data to understand each individual uniquely. (2) Brief recordings of behaviors or significant events that occur in children. (3) Verbal interactions between teachers and children to understand their thinking and understanding. (4) Parent Reports: Information provided by parents about their children's development at home, complementing data from the school.

In terms of reporting, Rare Muchtary Kindergarten shows a high frequency of reporting through various platforms. However, despite the frequent delivery of information, the study highlights that the quality, depth, and understanding of the reports by parents may not be optimal. This indicates a potential gap in communication effectiveness, which could hinder stronger partnerships between schools and families.

Overall, the assessment system at Rare Muchtary Kindergarten is good in terms of administrative framework and use of various techniques. However, improvements in the communication aspect of reports to parents, to be more personal and easy to understand, will further improve the existing holistic assessment process.

Table 2. Qualification Values for Implementation of National Education Standards issued by the National Education Standards Agency.

| Kriteria Skala | Nilai | Kualifikasi |
|----------------|-------|---------------|
| 90-100 | 5/A | Sangat Baik |
| 75-89 | 4/B | Baik |
| 55-74 | 3/C | Cukup Baik |
| 40-54 | 2/D | Kurang |
| 0-39 | 1/E | Sangat Kurang |
| | | |

National Education issued by the National Education Standards Agency.

The implementation of the Assessment Standards at Rare Muchtary Kindergarten was assessed as very good (category 5/A) with a score of 91.6. This assessment is based on the qualification of the national standard implementation value issued by the National Education Standards Agency (BSNP). A score of 91.6 indicates that Rare Muchtary Kindergarten meets the administrative and procedural requirements of the assessment standards very well. However, this figure does not explain how the standards are actually translated into daily practice. This evaluation research will explore the process, teacher understanding, and interactions that occur during the assessment. This is an effort to understand "*how it works*" in the field, not just "*if it meets the criteria*."

BSNP score is a quantitative assessment. This study provides validation of the evaluation of the score. This is to prove whether the high score truly reflects an accurate assessment and is in accordance with the child's development. This is in accordance with field findings that even though the score is very good, there is always room for improvement, even in areas that are already strong. This study found unique *best practices at Rare Muchtary Kindergarten that made them achieve such a high score* are Unlike conventional formative or summative assessment approaches that often rely on worksheets or structured checklists, Rare Muchtary Kindergarten applies a method called "*Learning Journey Mapping*" based on visuals and narratives. These practices can serve as a model for other schools. On the other hand, there may be areas of improvement that are not detected by the BSNP standard assessment but are revealed through in-depth observations and interviews, such as challenges in assessing children with special needs, or variations in understanding between teachers.

Based on the research results, teachers conduct in-depth observations during free play activities, art projects, social interactions, or science explorations. The focus of observation is not only on the end result, but also on the learning process, strategies used by children, emotional expressions, and interactions that occur. This is relevant to Piaget's theory emphasizing that children build their knowledge through active interaction with the environment. The process of "thinking" and "trying" is at the heart of learning. By focusing on the strategies used by children in solving problems (for example, when building a block tower or conducting a science exploration), teachers not only see whether the tower was successfully built or the experiment was successful, but how the child arrived at those results. This allows teachers to understand the stage of children's thinking, the logic they use, and potential misconceptions that need to be addressed. Observations of this process help teachers identify where children are in their cognitive development (Ibda, 2015; Mu'min, 2013; Nainggolan & Daeli, 2021) .

When teachers observe significant learning moments (e.g., a child successfully building a complex tower of blocks after falling over several times, a child spontaneously sharing a toy, or a child asking a critical question about the life cycle of a butterfly), they immediately photograph the moment. This photo becomes visual "evidence." Teachers periodically invite children to look at their "leaves" on the tree. Teachers ask, "Remember this? How did you feel?" or "How did you manage to build such a tall tower?" This encourages self-reflection in children and recognition of their accomplishments.

The use of photos and stories makes the evaluation very personal, interesting, and easy to understand for children and parents. It turns data into a real story about the learning journey. By inviting children to reflect on their own "leaves", this method fosters self-awareness and pride in their achievements. Children feel appreciated and become an active part of the evaluation process. The "*Tracing Learning Trails*" method at Rare Muchtary Kindergarten is an example of a unique and very effective PAUD learning evaluation. It has succeeded in changing the assessment process from just measuring to celebrating the child's learning journey. This approach is not only accurate in capturing development, but also deeply fosters intrinsic motivation in children and strengthens the bonds of collaboration between teachers, children, and parents. This proves that evaluation in PAUD can be done in a creative, fun way, and still provide rich and relevant information.

This approach is very much in line with the principles of constructivism, especially as emphasized by Jerome Bruner and John Dewey. They believed that the most effective learning occurs when individuals are actively involved in constructing their own understanding, connecting new information to previous experiences, and seeing the relevance of the material to real life. (Deng, 2004; Takaya, 2008) .

Assessment is an important thing in education, where assessment is carried out as a benchmark for student achievement and development. Assessment or evaluation is defined as a procedure designed to obtain information to evaluate the level of knowledge and skills of students, the results of which are used for evaluation purposes.

Based on the findings of other things related to the research that has been conducted at Rare Muchtary Kindergarten on Assessment Standards has reached a score of 4 on the assessment guide, where in the Rare Muchtary Kindergarten assessment guide there are only assessment objectives, basic principles of assessment, forms and assessment techniques. Score 4 for assessment techniques, where in the assessment technique at Rare Muchtary Kindergarten only uses observation, anecdotal notes, conversations or dialogues, and parent reports. Score 3 on the report, in the report to parents the school or teacher conveys it every day through the dojo application or WhatsApp group, every semester through report cards and also every year.

The use of observation, anecdotal notes, conversation/dialogue, and parent report as assessment techniques (scored at 4) is a reflection of a rich, multimodal approach to assessment. This is strongly supported by early childhood assessment theory and practice:

As discussed earlier, in-depth observation is at the heart of authentic assessment in ECE. It allows teachers to capture children's development in a natural context and identify skills and understandings that would not be revealed through formal testing. This is very much in line with Piaget's and Vygotsky's constructivist theories that emphasize the importance of interaction and experience (Hyun et al., 2020) .

These anecdotal records are concrete, narrative evidence of a child's significant behavior or conversation. Anecdotal records provide rich evaluation data, helping teachers build a comprehensive picture of a child's development over time. They serve as a basis for trend analysis and identification of behavioral patterns.

Engaging children in dialogue is an important way to understand their thinking, reasoning, and feelings from the child's own perspective. It not only evaluates cognitive understanding but also language, social-emotional, and self-reflective skills. This is relevant to Vygotsky's emphasis on the importance of language as a tool for thinking and learning, so dialogue is a very Vygotskian assessment technique (Vygotsky, 2018) .

Involving parents as a source of information is key to holistic assessment. Parents have a unique perspective on their child's development outside the school environment. This approach is consistent with Urie Bronfenbrenner's developmental ecology principle, which emphasizes that a child's development is influenced by multiple systems, including the family. Integrating parent reports enriches assessment data and ensures a more complete understanding of the child (Bronfenbrenner, 2013) . This is also relevant to several studies conducted by (Novita et al., 2024; Wahyuni et al., 2023) Parents can be involved as volunteers, provide support at home, participate in school decision-making, and communicate effectively with the school. Good communication can increase teacher motivation and support, as well as improve children's home tutoring. Parental involvement can improve student learning outcomes, develop parent-child relationships, and improve the quality of educational programs.

This combination of techniques shows that Rare Muchtary Kindergarten uses multiple lenses to view child development, providing a more accurate and comprehensive picture in the process of assessing the learning process.

CONCLUSION

This study underlines that although Rare Muchtary Kindergarten Denpasar has demonstrated excellent performance in administrative compliance with the National Assessment Standards, with high scores on aspects of objectives, principles, and various assessment techniques (observation, anecdotal notes, conversations, and parent reports), there is still potential for substantial improvement in the accuracy and appropriateness of assessment implementation with actual early childhood development.

Through an evaluation approach, this study successfully identified the strength of in-depth observation practices that are in line with child development theories (Piaget, Vygotsky) and the principles of authentic assessment. Teachers do not only focus on the final results, but also on the child's learning process, strategies, emotional expressions, and social interactions, which provide rich data to understand each individual.

However, the study also highlighted challenges in communicating reports to parents, despite the high frequency across multiple platforms. A score of 3 on the reporting aspect indicates a potential gap in communication effectiveness. This indicates that while information is being conveyed, the quality, depth,

and understanding of the report by parents may not be optimal, hindering a stronger partnership between schools and families.

Ultimately, the findings of this study not only serve as validation of the evaluation of the quantitative scores achieved by Rare Muchtary Kindergarten, but also serve as a basis for formulating practical recommendations. These recommendations will focus on improving the communication of reports to be more personal, interesting, and easy to understand (such as the inspiration from the "Tracing Learning Trails" method that uses photos and stories), as well as ensuring that the overall assessment practice becomes more comprehensive, holistic, and truly child-centered.

Thus, this study contributes significantly to improving the quality of early childhood education at Rare Muchtary Kindergarten Denpasar, while also offering valuable insights that can be a reference for similar educational institutions in their efforts to conduct accurate and meaningful assessments.

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