



Learning Assessment for Children with Special Needs in Inclusive Early Childhood Education

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Abstract

The objective of this study was to explain the learning assessment for children with special needs in the inclusion institution of Talenta Kindergarten in Semarang as well as several supporting and inhibiting factors regarding the assessment. The type of research used for this study was qualitative, it was when the researcher described the findings based on the actual conditions in the reality and compared it to the existing theories. The result showed that regarding the teachers' way in conducting learning assessments, there were three stages, namely 1) the planning stage which included initial observations, designing learning programs that were adjusted to the basic competencies; 2) the implementation stage which was the process of implementing the assessment (observation, performance, and interview), continuity, and the assessment tools; 3) the documentation stage which was reporting the results of assessment. Factors that were supporting the learning assessment were institutional support in the form of providing training programs for the teachers, the availability of information about the process and learning outcomes from parents and the results of children's therapy that would be used as reference for the teachers. Meanwhile, the inhibiting factors for the learning assessment were the lack of parental cooperation in providing children's data so that the assessment could not be conducted properly, the limited space and time of teachers during online learning so that not all of the children's learning activities could be seen directly, and teachers' fatigue during their taking home visit caused the learning time was shorter and the assessment was not accurate.

INTRODUCTION

Inclusive education in the world was originally initiated and started from Scandinavian countries (Denmark, Norway, Sweden). In accordance with the demands of the world development on inclusive education, Indonesia held a national convention by producing the Bandung Declaration with Indonesia's commitment to inclusive education in 2004. Since the beginning of 2000, the Indonesian government has begun to develop inclusive education.

According to the directorate of PLB LK Dikdas Kemendiknas 2010, the low ability of teachers in fostering children with special needs in inclusive institutions is the lack of cooperation among teachers, children's learning environment, teachers are less prepared for the children's learning in inclusive schools and has slow response regarding to the completion of education for children. Based on those arguments, a number of problems arise with regard to preschool assessment. First, the assessment carried out emphasizes on the reading, writing, and arithmetic mastery. Assessment and evaluation are carried out formally, where preschool children are required to take tests and then will be given grades and positions in class (Rohaty, 2003). Most kindergartens assess children based on their academic achievement.

According to Fikriyyah and Astuti (2017), the concept of inclusive education can be a means for problems of children with special needs that get less attention by the government. Inclusive schools can be an alternative institution in dealing with problems experienced by children with special needs. Guiding and educating early childhood teachers are needed to equip them with competencies, namely pedagogic, professional, personality and social while these four academic competencies must be possessed by a teacher. Permendiknas No. 16 of 2007 states that one of these competencies, namely the pedagogic competence, is to conduct assessments and evaluations of the process and results of children's learning, as well as the results of assessments and evaluations of children's learning that can be used for learning purposes.

Inclusive education is a challenge for teachers in responding to children with diverse populations (Adderley, 2017). For this reason, schools as implementing institutions for formal education require diverse services considering the diverse conditions of children who have various conditions and therefore, schools must have creative services in carrying out their roles in seeking qua-

lity education. In fact, even though inclusive education is being promoted, teachers or institutions still have difficulties in providing assessments for children. It is because each child has a different level of achievement. Moreover, it is supported by the unpreparedness of schools in accepting students who have obstacles related to school adjustments or the provision of learning for children with special needs.

As for conducting a learning assessment, appropriate techniques and planning are needed. This is because in the process of implementing a learning assessment, the information obtained by educators is in accordance with what will be seen and the children's progress is according to his abilities. Teacher performance is an important factor in the inclusive education system based on the specificity of each individual's need. In inclusive schools, teachers must master not only four general competencies, namely pedagogic competence, personality competence, professional competence, and social competence, but they also master basic competencies related to learning with special needs students.

Assessment according to Nurhayati (2017) is the process of selecting, collecting, and interpreting information to make decisions or make judgments about children's achievements, as well as learning programs that have been planned, or about the extent to which the success of the approach is in accordance with the goals or objectives. Meanwhile, according to Permendikbud No. 146 of 2013 states that assessment is a process of collecting and processing information to measure the achievement of children's learning activities .

Assessment of Children with Special Needs is a systematic or regular and comprehensive process in exploring further problems to find out what the problems, obstacles, advantages and individual needs are (Dewi, 2018: 18). For this reason, it is necessary to have an understanding on how to carry out assessments for children who have special needs by teachers. According to research conducted by Nurhayati and Rakhman (2017), the level of teacher ability in providing learning assessments is still low both in terms of understanding and mastery even though their academic qualifications are qualified and have attended assessment training. For this reason, support is needed in conducting learning assessments for children with special needs.

According to Zahro (2015: 92-111), assessments in educational programs are only used as a formality or just to fulfill the rules of the institution's administration in its implementati-

on. This expression explains that the assessments were not carried out based on the purpose of the assessment. The implementation of assessment needs to be carried out with procedures or stages that are in accordance with the needs of the children in order to collect information that is in accordance with the child's development. *Teachers should use different assessment and evaluation techniques* (Demircan, 2011).

Before collecting and managing the results of the children's learning assessment, the teacher first carries out learning activities. Learning is a process of systematic and systemic activities that are carried out interactively and communicatively between teachers and students, learning resources and the environment in creating a learning atmosphere for students both in the classroom and outside the classroom with or without the teacher in the context of mastering the required competencies that has been determined (Arifin, 2012:19). Learning is an effort by educators to help children gain knowledge and facilitate the achievement of the learning objectives themselves (Suprihatiningrum, 2013: 75).

The implementation of learning assessments for children with special needs requires techniques that can facilitate teachers in conducting learning assessments, such as the activities provided, recording techniques. The technique is adjusted to the child's ability level in learning activities. In addition, the technique of implementing learning assessments needs to be mastered by the teacher so that the results obtained are as expected.

Based on the description above, it can be concluded that the notion of learning assessment is a series of activities carried out through the learning process to obtain information on child development that can be used as intervention material and also to determine other policies that can help achieve the expected goals.

Learning assessment objectives

The main purpose of the assessment is to obtain information that can be used as consideration in planning learning programs for children or students (Koswara, 2013: 42). According to Waseso (2014), the objectives of the assessment for broader interests are:

1. To find out the development of the children as a whole, in terms of cognitive, physical, language, emotional, and social, including the various obstacles experienced by the children.
2. To plan the learning programs, including by modifying and revising learning programs, determining appropriate methodologies

and measuring tools.

3. For the sake of placement, both groups of children in class, as well as learning programs

4. Media communication between teachers and parents

5. To provide special handling and services for children with disabilities, and to create intervention programs.

Based on the description above, it can be concluded that the purpose of the learning assessment is that the assessment is used for various things such as finding the progress of children's development in learning, obtaining information about children, and other learning purposes.

Stages of conducting the assessment

Based on the 2013 curriculum, there are several stages in the learning assessment, namely planning stage, implementation or recording stage, processing learning outcomes, archiving, and reporting. There are 3 stages in conducting an assessment according to Masnipal (2013: 265), namely:

1. Preparation stage

At the preparation stage, which includes activities in:

- a. determining the need,
- b. what goal will be achieved,
- c. what measuring instruments will be used,
- d. who will conduct the assessment,
- e. determining the time and funds required.

2. Implementation stage

The implementation stage is the stage of observing the children's development. At this stage, a measuring instrument is needed in order to obtain information about the children.

3. Documentation stage

The documentation and reporting stage is the stage where all the information and data obtained are sorted, summarized, verified and then written in a complete report.

Based on the statement above regarding the stages of learning assessment, it can be concluded that there are 3 stages that teachers can do in conducting assessments on children who have special needs, namely the stages of preparation, implementation and documentation. The three stages are important to make it easier for teachers to conduct learning assessments for children with special needs.

The importance of learning assessment

Assessment is an important part of early childhood education system (Demircan and Olgan, 2011). Assessment is an important stage in the early childhood education system that can be used by teachers to determine the development of children in learning and other information about children. This is because the assessment is used to determine various institutions in children's learning, especially for children with special needs. Assessment is used for several things, one of which is to determine learning programs, evaluate learning programs, and also report the progress on child development during the learning process.

Assessment is an important part in the life of children with special educational needs who do not have typical development to meet the formal and informal expectations for learning and development. (Partanen, 2016:5).

From the statement above, it is stated that assessment is an important part in the life of children with special needs and it does not have physical development or meet formal and informal learning and development expectations. This explains that the role of assessment is important to do before, during and after learning.

Assessment are important aspects in teaching. This form of assessment requires the teachers to have skills in various techniques as well as skills in measuring the knowledge and skills of the students. (Sulaiman, 2019).

According to Weni et al (TT) in their research entitled "Analysis of Learning Assessment in Kindergarten in Belitang Oku Timur District", learning is a process of interaction between educators (teachers) with students carried out in a learning environment with various learning resources both inside and outside the classroom in order to master the competencies that have been determined. In addition to planning and implementing learning, it is very important for teachers to conduct learning assessments because in the process of monitoring children's learning outcomes, learning assessments are needed.

Based on the research conducted by Nurhayati (2017) that the level of understanding of teachers regarding the assessment is still low despite of their academic qualifications in the form of training in the field of learning assessment. In addition, there are early childhood (PAUD) educators who still think that the assessment is only conducted when filling out the children's semester report books.

Based on the teacher's problems in conducting learning assessments for children with spe-

cial needs above, it is concluded that the teacher still has obstacles. Talenta Kindergarten, an inclusive institution in West Semarang District, has been implementing inclusive education for quite long time. Moreover, it also has a therapy center located on Mintojiwo Street. It is later used by the researcher as a place of research on learning assessments and what the supporting and inhibiting factors are included in assessing the children with special needs.

METHODS

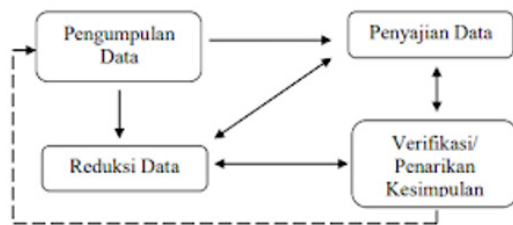
The type of research used was qualitative with a descriptive model. In this study, researchers described the findings based on actual conditions in the field by comparing them with existing theories. Descriptive method is a method in examining the status of a group of people, an object, a condition, a system of thought or events in the present. The use of descriptive approach is to focus on actual problems as they are when the research takes place (Sugiyono, 2005). Through descriptive research, researchers tried to describe events that were the center of attention without giving special treatment to these events.

The research took place in Talenta Kindergarten Semarang. The time of the research implementation was in mid-August 2020 to early October 2021 starting with observation, interviews, and documentation to complete research results with more empirical results. The focus in this study was the teacher's process of conducting learning assessments for children who have special needs with *down syndrome*.

The subjects of the research were teachers at the Inclusive PAUD TK Talenta Semarang. The research subjects consisted of 3 teachers, 1 TK A teacher, and 2 TK B teachers. The criteria for selecting research data sources used purposive sampling technique, as suggested by Sugiyono (2012: 54) that purposive sampling is a sampling technique for data sources with certain consideration. This particular consideration means the person who is considered to know the most about what we expect or maybe as a ruler so that it will make it easier for researchers to explore the object/social being studied.

The data sources in this study were primary and secondary data sources. The primary data sources were 3 classroom teachers (1 TK A teacher and 2 TK B teachers), the school principal, and 1 parent. While secondary data sources included supporting documents in the form of curriculum, lesson plans, children's assessment documents, anecdotal notes, works etc. Data

collection techniques used interviews, observation and documentation. While the data analysis technique used was data triangulation and source triangulation. The data analysis technique by Miles and Huberman is as follows:



RESULTS AND DISCUSSION

Based on the results of research on the learning assessment of children with special needs in PAUD Inclusion, the results obtained regarding the method used by teachers in conducting learning assessments which are divided into 3 stages as follows:

1. Planning stage

At this stage, the teacher made an initial identification of the specificity of the children and what they needed. The teacher prepared a learning program that was adapted to the institution's curriculum and the abilities of the students. Later, the teacher prepared an activity plan that was summarized in the academic calendar, and then adjusted the learning activities according to children's class.

2. Implementation stage

1) Process of assessment implementation

The assessment process is an inseparable part of the learning process and it is comprehensive (holistic) which includes all aspects of students' development, including aspects of attitude, knowledge and skills.

a. Observation

Observation was an activity carried out by the teacher to obtain information or data about the development and problems of children in various situations and activities carried out. Observation was done by observing the children's behavior or changes that experienced by the children during the learning process.

According to Hajaroh (2018: 131-152), the assessment is carried out during the learning process, namely from the beginning, during and the end of learning process which includes the competencies and skills that the child must possess. Based on that statement, it was explained

that the implementation of the assessment was not only at the end of the lesson, but the entire learning activity of the children. Assessment activities were carried out from when the child prayed, started activities with the teacher, recalling until closing. It was conducted in order to make teacher see the children's progress based on the continuity of the implementation of the learning process.

b. Work method

Children's performance was one of the assessment techniques used by teachers to determine the progress and creativity of children in learning. Children's performances were in the form of practical activities and also the work of children in carrying out learning activities. The results of the work can be in the form of activities such as drawings, paintings, folding, collages, cutouts, writings/doodles, ronecan results, building blocks, dances, etc.

The teacher used the work as one of the criteria in exploring children's information so that an assessment could be made based on the progress and the works that the children produced.

According to Zahro (2015: 92-111), in making notes on children's work, it is necessary to pay attention to several things such as: paying attention to the work carefully, asking the children about the work, making notes regarding the work, seeing the emerging competencies based on the children's work.

c. Interview

Interviews were a process carried out by teachers to obtain information about children's development on the parties concerned with children. The teacher conducted interviews with parents about the children's learning process at home during the online learning.

Interviewing the parents was used as a strategy to get the real information about the children. Apart from analyzing the results of sending videos and also the activities of children, the teacher deepened the information from interviews with parties concerned with children directly.

2) Continuity

The process of learning assessment activities was carried out continuously at Talenta Kindergarten Semarang every day when learning activities began. Talenta Kindergarten Semarang is based on inclusion so that in one class there are several children with different needs such as *autism*, *down syndrome*, and *slow learners*. Therefore, teachers in conducting learning assessments were tailored to the needs of each child because the development of the children were different one

another.

The teacher also conducted an ongoing assessment by considering the previous abilities of the children. Teachers used KI KD and STPPA as guidelines for the development of children's abilities in the learning process. According to Wahyudi (TT, 288) in the assessment of learning, the role of basic competencies (KD) which contains the formulation of abilities and behaviors that are desired to be mastered by children is important as a basis and reference for the implementation of learning assessments. KD acts as a teacher's guide in determining the learning activities that can assist the process of implementing learning assessments based on children's needs.

The process of the learning assessment is used to facilitate the teachers to observe the children's progress. It is because the strategies used may affect the assessment of learning if they were not related to the children's developmental level, therefore Talenta Kindergarten used STEAM model to deliver the effective learning for children.

STEAM (*science, technology, art, mathematics*) is a learning model used by Talenta Kindergarten teachers in Semarang for about two years since 2019 school year. The use of the assessment model was also intended for children with special needs. During the pandemic, the teachers continued to use the STEAM model as a learning strategy. Based on the observations made by researchers, the use of STEAM for children with special needs was considered to make it easier for the teachers to see the developmental progress in children. Beside that, the use of STEAM in children's learning processes was not based on *worksheets* but the works and performances produced by the children and the children's creativity. Those were the teachers' view in assessing the development of children in learning.

3) Assessment tools

The assessment tools used by the teacher in conducting learning assessments were the works produced by the students as it was considered as determining the achievement of children in learning. This was adjusted by the teachers to the level of achievement and the ability of the children according to their ages. Previously, observations were made regarding to the children's ability while the assessment tools delivered were also adjusted to the children's level development. It had also been prepared based on competency indicators according to the child's ability.

According to I mania (2019), an assessment tool is a test used to measure the children's

achievements of the behavior contained in the instructional goals. The results of children's work were used as a tool to measure the level of children's success in achieving the instructional goals. The results of the children's achievements through the work and creativity during the learning process were signs of children's progress based on categories of their abilities.

After the children's learning activities were carried out, the next process was to summarize the results of children's learning activities into the teacher's notes. The results of the assessment activities were summarized in notes which later would be used for various developmental interests for children such as learning interventions if the learning provided was not appropriate.

The results of the learning assessment activities were collected in assessment notes by the teachers. It was included the children's progress and their development in learning. After recording the results of the children's assessment, they were grouped into weekly notes which would later be included in a report for parents regarding to the progress of the children's development for one semester.

3. Documentation stage

The results of the learning assessment activities were used for reporting material about the children's progress. The success of children in mastering the abilities was expected to be used by teachers as material for compiling reports for the parents to provide information about the children's growth and development, and also to monitor children's in order to optimize the learning process. Mulyasa (2012) defines assessment as a process of collecting, reporting, and using information about student learning outcomes by applying the principles of assessment, continuous implementation, authentic, accurate, and consistent evidence.

Reports were in the form of descriptions that were formulated and made objectively so that they would not cause wrong perceptions for parents (Zahro, 2015: 92-111). Based on the results of the research, the report used by Talenta Kindergarten used a description of the children's work during the learning activities, and it was provided with image evidence in the form of photos of children's activities according to their level of development.

Supporting factors

The people who were involved in the assessment were teachers, school principals and also parents. Besides that, other information used

as a reference for teachers in determining lesson plans was notes from the therapist for each child. The role of parents was very important in providing information about children's learning activities. The institutio itself also required the parents to provide the results of an assessment from a psychologist, this was intended for the teachers to continue what development stage thta the children had not achieved in accordance with the learning plans based on their level.

The routine assessment process carried out by psychologists was the evaluation of children's functions in the learning environment specifically at home and also their achievement at schools. The child was then assessed using cognitive test and/or any other special education tests. Meanwhile various forms of remediation were determined and a report with advice for the teacher was made. In this case, the informants revealed that teachers received support from parents and the principal. The form of support provided by parents was providing information to teachers about what things children usually do at home, both in the form of learning activities and children's progress every day.

The form of support provided by the principal was to provide guidance to teachers on how to handle children with special needs or provide assessments to children, because this requires understanding before giving conclusions about the children. In addition, there was also a discussion about children every Friday, according to the information that the researcher gained in addition to discussing children at the meeting on Friday, they also discussed what steps the teacher would take regarding to improve the children's abilities.

According to Permendikbud 146 No of 2013 states that other parties involved in assessing children are principals, teachers and other parties. This statement is in accordance with the interview excerpt above that the teacher support system in carrying out learning assessments involved other parties as informants, namely teachers and also parents. The advantage of conducting a learning assessment is that it makes the teachers easier to develop learning programs based on the children's needs. In addition, during this pandemic the teachers were more paying attention to improve the learning for children at home.

The following statements are from other researchers regarding the support of other parties according to Novianti, Puspitasari, and Chairilsya (2012:1 – 104), they state that with the support of PAUD institutions, educators at these institutions will be motivated, guided and evaluated in carrying out assessments. It explained that

with the support of other parties such as school principals, it can provide motivation, guidance, and also evaluation for teachers in conducting assessments.

Obstacle factor

In the implementation of learning assessments, there are certainly some obstacles. Based on what researchers had found, there were several obstacles experienced by the teachers in conducting learning assessments for children with special needs. These obstacles came from the implementation of online learning as well as the lack of cooperation between parents and teachers.

Dewi (2018) states that the aspects measured include direct child activities in learning, a good learning atmosphere that involves children directly and an assessment atmosphere that involves other informants such as parents, relatives and teachers. Therefore, if the involvement of informants such as parents did not support the teacher in carrying out the assessment, then this could become an obstacle for teachers in conducting learning assessments for children with special needs.

Online learning was a situation where teachers and students cannot meet face to face in the classroom. This was a separate obstacle for teachers in conducting learning assessments for children. According to the results of interviews obtained by researchers, the online learning had made the teachers unable to see directly so they did not know the activities of children during learning.

In addition, some parents of children did not provide valid information for the teachers so that this was quite detrimental to both children and teachers. The lack of openness of parents to teachers about the children was an obstacle for teachers in conducting assessments on children. Another obstacle also came from the parents when they did not send videos or photos of children's activities every day, this made the teachers unable to assess children through the assignments that had been given.

More obstacle experienced by teachers during online learning was that the distance traveled by the teacher to the children's house during a home visit. It had made the time for learning was limited and the teacher was tired, so that the implementation of assessment was not optimal. It happened also as the children's learning was conducted briefly and they experienced differences between learning at home or at school

CONCLUSION

Based on the description above, the learning assesment was summarized in 3 stages, namely planning/preparing, implementation and documentation stage. The learning assessment of children with special needs involves the teacher's way of conducting learning assessments, which are as follows:

a. The planning stage is the stage where the teacher designs the entire program which later is used in the process of implementing the learning assessment for the children with special needs which includes: initial observations, designing learning programs that are adjusted to the basic competencies.

b. The implementation stage is the stage where the teacher carries out the process of implementing the learning assessment for the children with special needs which includes: the process of carrying out the assessment (observation, performance, and interviews), continuity, and the assessment tools used.

c. The stage of documenting of the teacher in summarizing the overall results of the learning assessment has been carried out including: reporting on the results of the assessment.

Supporting factors in conducting learning assessments for children with special needs:

a. There is an institutional support in the form of providing training program for teachers.

b. Availability of information about the process and learning outcomes of children from parents.

c. The results of children's therapy that will be used as a reference in providing activities according to their abilities and needs.

Factors inhibiting teachers in carrying out learning assessment activities for children with special needs:

a. Lack of parental cooperation in providing children's data so that the assessment cannot be carried out properly .

b. The limited space and time of teachers in online learning so that not all of children's learning activities during online learning can be seen directly.

c. The teacher's fatigue in taking the distance of the home visit causes the learning time to be shorter and the learning assessment less accurate.

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