



Implementation of Assessment for Islamic and Catholic Religious Values Development

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Abstract

Religious assessments in Indonesian Kindergartens must be based on the applicable curriculum. For schools based on certain religions, there is no difficulty in evaluating religion. But it is different with the National Kindergarten school that has children with different religious backgrounds. This is the reason the researchers conducted research on how to carry out religious assessments at the TK Yayasan Wanita Kereta Api (YWKA) Yogyakarta National Foundation. The purpose of this research is to describe implementation and process assessment for Islamic and Catholic religious values development in Yayasan Wanita Kereta Api's National School. The type of this research is qualitative. The method used is participant observation. The results and discussion show that the implementation of assessments of the development of Islamic and Catholic values of children aged 4-6 years at YWKA Yogyakarta Kindergarten is the implementation of assessments of Islamic religious values using performance sheets by assessing religious education, creed, and morals seen from the process of evaluating reading Iqro '. The process of assessing Catholic religious values using anecdotal notes. The results of children's religious values are known to develop as expected (BSH). Therefore despite these different beliefs, the development of children's religious values is good and is in line with educational goals.

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INTRODUCTION

In recent years the Early Childhood Education Institutions (PAUD) which have developed and are in demand in the market are schools with certain religious labels. Children's religious assessment in schools must be curriculum based. Assessment is defined as an activity to assess a person's progress in achieving the expected goals (Ambara, 2014). For schools based on religion, they do not experience difficulties in the process of evaluating religious values. However, kindergartens who have backgrounds of children with different beliefs are rather difficult to determine the implementation of the assessment of each child's religion. It is important for schools to consider how the implementation of children's religious development assessments so that the development of children's religious values is appropriate and in line with educational goals.

The most fundamental key to a person's success must be possessed by every child is to have the development of good religious values in behaving as God's almighty people, as a child, as part of the family and community. Early childhood is the right time for teachers and parents to instill religious values in children. Parents and teachers have the same role in building children's religious values. Education at home really helps the growth of children's religious values in school. The teacher plays an important role in assessing aspects of the development of children's religious values in order to improve children's growth and development better. Parents and schools must have an important role to play in the development of children's religious. Teachers must find ways to infuse the religious's curriculum (McElmeel, 2002).

Religious values as in the 2013 curriculum Permendikbud No. 137 of 2014 concerning PAUD article 10 content standards which include the ability to recognize religious values, practice worship, behave honestly, help, polite, respectful, sportsmanship, maintain personal hygiene and the environment, know religious holidays, respect, and be tolerant of people's religion other. Teacher guidance based on aspects of the development of religious values can make children learn to put themselves in a situation with appropriate and correct behavior. For example children pray before eating, do not like to lie, as well as greetings and greetings when meeting with teachers or parents. Good religious education is a difficult job because teachers must improve children's knowledge, understanding and skills related to the development of early childhood religious values.

Aspects of the development of religious values in children aged 4-6 years which at the level of achieving developmental development leads to what is the beliefs, customs, habits, values and ways of life in the environment. The abilities that need to be achieved are: knowing and believing in God, being able to mimic movements of worship, praying, and greeting (Agusniatih & Monep, 2019).

The inculcation of religious values must be carried out by forming behavior through educational program activities that are carried out continuously and applied to the daily lives of children. Behavior formation is done regularly to help aspects of children's development develop optimally in accordance with the norms adopted by the community. The formation of children's behavior on aspects of the development of children's religious values through educational programs. The way to shape children's behavior is how to instill religious values. Seeing the importance of assessment, especially for teachers and parents to carry out the assessment of religious values in order to know how the child's development. Schools that successfully carry out religious education will make students more disciplined and can have an impact on children's achievement (Wynne, 1997). Assessment is carried out in accordance with and based on aspects of the development of children's religious values. The results of the assessment are expected to obtain an optimal picture of children's growth and development achievement.

This is the cause of how parents entrust their children to school with labels according to their religious beliefs. The more schools labeled as religion, the less the nationalist school's interest. The contributing factor is the quality and quantity of the National Kindergartens that are declining and there is no increase or change in terms of both learning and assessment of the development of religious values. This has led to a decrease in the number of interested TK Nationalists as more TKs have the character of a certain religion. Even though the National PAUD institution is decreasing, there is still a National Kindergarten (TK) that has a lot of interest, namely TK Yogyakarta Women's Railroad Foundation. Kindergartens that are still based on nationalism have their own uniqueness in evaluating religious values. This is the reason for conducting research in nationalist kindergartens.

Therefore the researchers conducted research in kindergarten to find out how the process of carrying out the assessment of religious values of children aged 4-6 years if adapted to their respective religions and whether it is in accordance

with the level of achievement of children's development in the 2013 curriculum. As a place of research because the school is a public school that accepts all religions. At present there are three religions in the school namely Islam, Catholicism and Hinduism. However, the assessment of religion is focused on Islam and Catholicism, because there are no Hindu religion teachers since there are only one Hindu child teacher.

Based on this background, the authors take the problem in this article is how the assessment exercise of religious values in kindergarten YWKA, how the implementation of the assessment of the value of religious beliefs that children vary according to the child's level of achievement in curriculum development 2013. Therefore, the purpose of this research are to describes implementation and process assessment for Islamic and Catholic religious values development in Yayasan Wanita Kereta Api's National School. The type of this research is qualitative. The method used is participant observation.

METHOD

This type of research is a qualitative study conducted at YWKA Kindergarten Yogyakarta. Qualitative research was conducted to prove the reality or authenticity of data about the development of religious values of children aged 4-6 years at YWKA Yogyakarta Kindergarten. To obtain research data, researchers used participant observation. Two children and two teachers each represented Islam and Catholicism as data sources. Observations carried out by involving the application of religious development values associated with the assessment and protection of children and teachers during the teaching and learning process at YWKA Yogyakarta Kindergarten. Documentation in the form of a performance sheet as a means of change at YWKA Yogyakarta Kindergarten.

The data analysis stage uses the Miles and Huberman model which consists of three stages: reduction, presentation and conclusion. The reduction phase is carried out by summarizing, choosing the essence of the event and the main points of discussion that are important. The next stage of presentation is to present data in the form of a brief description, charts, tables, or so on. The final stage is a conclusion while conclusions are proven with valid and accurate data when collecting data.

RESULT AND DISCUSSION

Development of Religious Values

The development of religious values is very dependent on parents or family. Children can be known behavior based on what is taught or the education of religious values based on what their religion and how the application of religion is believed. There are two theories that reveal the origins of the existence of religion from early childhood, namely the sense of dependence and religious instincts. Dependence is a feeling of wanting to be protected, wanting to get new experiences, like being responded to, and wanting to be known. The feeling of dependency is obtained from birth, so the child naturally has a sense of dependence on others. Through this experience, children's religion can be formed (Pransiska, 2015). While other opinions say the existence of children's religion based on their own religious instincts. Religious instincts begin when children begin to understand and interact with children with God or fellow human relationships. This of course is greatly influenced by the surrounding environment (Mansur, 2007).

Religious values are a tool or instrument as a basis for individuals to achieve goals in the form of happiness both in the world and in the hereafter which are realized in theory, practice and social (Safitri, 2019). Religious values can be interpreted as behaviors that distinguish between good and bad based on their beliefs. The application of religious values must be done early to form the character of children in a religious and Islamic way. This is useful for future survival in order to become a person who loves God, is polite, has good ethics, and takes care of the surrounding environment. Children's religious values greatly affect children's moral development, because of religious values can find out how the child's behavior and morals.

The results of the assessment of aspects of the development of religious values are expected to include love between fellow citizens, being able to take care of themselves, maintain environmental cleanliness, love the motherland, love and care for all of God's creations, recognize the meaning of togetherness and unity. This is in accordance with the 2013 curriculum No. 137 of 2014 concerning PAUD content standards for achieving levels of development of children's religious values, namely as Table 1.

Table 1. Level of Achievement of Child Development

Scope of development	Ages 4-5 years	Ages 5-6 years
Religious Values	Knowing the religion they profess Mimic the worship movements in the right order Say a prayer before and / or after doing something.	Know your religion Doing worship Know the religious holidays Respect (tolerance) the religion of other

In every learning the child needs a way to instill religious values, namely: 1) Introducing God, God for children is an abstract form or cannot be described by children. Ways that can be used to introduce God include playing, singing reading poetry and telling stories that contain the message of God as a creator, field trip or nature tour to introduce God's creation, the teacher becomes an example by frequently mentioning God's name such as reading basmallah when starting to learn, pray and dhikr in each activity, always be grateful and play the role of a pious person or other. 2) Introducing child worship such as prayer, recitation, prayer and remembrance (Suryana, 2016).

Islam

Islam is a religion of revelation with the core of monotheism or the oneness of God revealed by Allah SWT to the Prophet Muhammad as His last messenger and applies to all people, wherever and whenever, whose teachings cover all aspects of human life (Jamal, 2011: 287). The main points of education that must be given to children include all Islamic teachings which can be broadly grouped into three groups, namely, aqeedah, worship and morals and are equipped with education in reading the Qur'an. 1) Education of faith, this is given because Islam places education of faith in the most fundamental position, especially for the lives of children, so the foundations of faith must be continually implanted in children so that every development and growth is always based on the correct faith. 2) Religious education, this is also important for the growth and development of early childhood. Therefore comprehensive worship as stipulated in Islamic jurisprudence should be introduced as early as possible and familiarized in children from an early age. This is done so that in the future they will grow to become truly devout people, that is, those

who are obedient in carrying out all religious orders and also obedient in avoiding all their prohibitions. 3) Moral education, in order to educate morals to children, in addition must be given the right example, also must be shown about how to respect and manners with parents, teachers, siblings (brothers and sisters) and polite in courtship with fellow human beings. It would be wise if parents or other adults had started and instilled moral education to their children from an early age, what more if it was carried out programmed and routinely (Suradi, 2018).

Catholic

Catholicism is a sect of Christianity led by the Pope based in Rome (Bakar, 2016). There are several Catholic religious education materials, namely: 1) Vocation of human life according to the scriptures. The call, duty and mission of humans as the image of God as contained in the Book of Genesis (Gen. 1: 26-31) to live his life as the image of God. 2) Human relations with self, others, environment and God, 3) Religion and Faith are lived in a plurality of religions, teach children to open dialogue and build harmony between religious believers and cooperation in solving problems 4) Jesus Christ, to find out who and how Jesus christ proclaiming the kingdom of God with scriptural sources, 5) Church and faith in the community, which explains how the origin of the church as the work of the holy spirit and human efforts to understand the nature of the church as a fellowship of God's people (Menristekdikti, 2016).

Assesment

It is very important for teachers to carry out assessments to find out how far the development of their religious values has been achieved. Assessment or assessment is defined as a process carried out to obtain information that is used to make decisions about children, curriculum, programs, activities and educational policies, methods or instruments that are carried out a particular activity (Uno & Koni, 2012).

In line with the opinion of Tyler (1950) said that assessment is the process of collecting data to determine the extent, about what, and where the location of educational objectives have been achieved or not. This makes it clear that assessment is a form of information relating to learning and the success of learning. Through this information can determine the final decision taken whether the child has successfully developed or not and activities that need to be continued, improved or need to be repeated (Yus, 2012).

Therefore the implementation of the assessment of the development of good religious values must adjust to how to do the assessment, how assessment techniques or procedures, data processing, and make reports so that an overview of the child's learning process or results can be known by the teacher. Evaluation techniques in the Appraisal guidebook published by BSNP (2007) namely informal tests, assignments, conversations, observations, anecdotal notes, performance, comprehensive and complete notes, specimen notes, time sampling, event sampling, rating scales, portfolios and self-assessments itself (Subali, 2016).

Implementation of Islamic Religious Value Assessment

The results of the assessment of Islamic religious values of children aged 4-6 years at YWKA Yogyakarta Kindergarten were obtained through the observation method. The process of evaluating the value of Islam is carried out every Monday and Thursday. On that day, the school brought Islamic religious teachers (Ustadzah) to school from 08.00 to 09.00 WIB. Furthermore, the implementation of Islamic religious values activities of children who are Muslim namely by carrying out the activities of reciting Iqro', memorizing prayers, and memorizing short letters Juz 30. The process of carrying out the assessment by calling the children one by one, then placed in a separate room to learn the Koran and memorization in privacy. While other children who have not been called, wait in the classroom while playing.

The observations found that the process of assessing the value of Islamic religion of children aged 4-6 years at YWKA Kindergarten used a performance sheet in assessing the value of Islam. The performance sheet has an explanation of the child's success information, i.e. if it is successful, it gets a "Continue" or "Non-Continue" statement. Islamic religion teachers use one performance sheet for each child to assess the Koran Iqro. Furthermore, the results of interviews with Koran teachers can be seen that the results of assessing the value of Islamic religion of children aged 4-6 years are carried out well.

The evaluation of the value of Islam when viewed from the main points of Islamic education must include faith education, religious education and moral education. The results of observations note that the implementation of the assessment of Islamic religious values in YWKA Kindergarten focuses on religious education, morals and creeds seen from the process of carry-

ing out the assessment of Islamic religious teachers who assess Iqro reading education. Whereas the implementation of aqidah education and children's moral education is carried out simultaneously with the core learning activities. The results of observations revealed that the character of YWKA Kindergarten children is very good, namely the attitude in tolerance and respect for friends with different beliefs. While the faithful of children already know who God is, what books are used, what worship is done, how prayers, forms of gratitude to God and so on. This can be seen from the results of the performance sheet of those who get the value Developing in line with Expectations (BSH).

Implementation of Catholic Religious Value Assessments

The results of observations of the implementation of the assessment of the value of Catholicism are teachers using anecdotal notes. The religious assessment is conducted every Monday-Thursday from 08.00-09.00 WIB. The assessment of Catholic religious values is documented in the books themselves because there are not many children who are judged. The implementation of religious education carried out by religious teachers is in accordance with Catholic religious education materials, namely the Call of human life according to the scriptures, Human relations with oneself, others, the environment and God, religion and faith are lived in religious plurality, teach children to open dialogue and build harmony between religions and cooperation in solving problems, knowing Jesus Christ. Almost the same as the implementation of assessments of Islamic religious values, the assessment process of Catholic religious values runs effectively. Some of the assessment activities are in accordance with the level of achievement of children's development, namely knowing their religion, procedures for worship and prayer are good.

CONCLUSION

The assessment of children's religious values at YWKA Yogyakarta Kindergarten went very well and as expected. It should be noted that although national schools are not as aligned as schools labeled by religion, national schools have ways to develop an assessment of religious values. The religious assessment is carried out by bringing in each religion teacher according to the child's beliefs. Appraisal tool using performance sheets and anecdotal notes. Learning activities are in accordance with the concept of religious

education materials both Islamic and Catholic. So again choosing schools in the National Kindergarten as a place for children's education is not a bad idea.

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