



Implementation of the Use of e-report in Evaluating Early Childhood Learning

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Abstract. This study aims to describe the suitability of the implementation of the use of e-report in evaluating early childhood learning with the 2013 curriculum assessment rules and describe the benefits and obstacles to the use of e-report in evaluating early childhood learning. This research uses descriptive qualitative methods with stages of observation, interview and documentation. The data analysis used is reduction, display and data verification. The results showed that the implementation of the use of e-report in evaluating children's learning in Aisyiyah Sindon Kindergarten for the 2022/2023 Academic year was in accordance with the assessment rules in the 2013 curriculum (K13). The evaluation carried out at Aisyiyah Sindon Kindergarten even though it uses the sipendi application, the developmental aspects and indicators of child growth and development achievement are in accordance with the aspects and indicators contained in K13. The evaluation carried out is the same as the K13 rules, namely cheklists, anecdotes and works, daily, weekly, monthly and semester assessments in the form of student learning outcomes reports or known as child report. The benefits of conducting an evaluation with e-report according to the principal, operator and teacher of Aisyiyah Sindon Kindergarten are: (1) It is easier and more practical (2) It can be accessed using gadgets (3) It can be done anywhere and anytime, (4) it is effective and efficient. The obstacle to conducting evaluation with e-report cards according to the principal, operator and teacher of Aisyiyah Sindon Kindergarten is that it depends on quotas and signals.

Keywords: PAUD · Evaluation · Curriculum 2013 · E-raport

1 Introduction

Early Childhood Education (PAUD) is essentially education that is organized with the aim of facilitating the growth and development of children as a whole or emphasizing the development of all aspects of a child's personality. The function of PAUD is to help and develop all the potential of children in various aspects, laying the foundation towards the development of attitudes, knowledge, skills and creativity in adjusting to the environment for growth and subsequent development. PAUD is a stimulation for a time full of important and unique events that lays the foundation for a person in adulthood.

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PAUD is an ongoing process between learning and development. That is, the learning experience and early development are the basis for the learning process and subsequent development [1].

Learning in early childhood includes programmatic play activities and habituation carried out to stimulate all aspects of child development, be it moral religious values, physical motor, cognitive, language, and social emotional. The learning program is said to be successful, if the protégé experiences development during and after the learning is carried out. [2] In order for child development to be known by educators, it is necessary to evaluate children's developmental achievements in learning.

Evaluation of learning is inseparable in the implementation of educational services. Education evaluation is the control, guarantee, and determination of education for various components of education in each pathway, level and type of education as a form of responsibility for the implementation of education. [3]. In Indonesia, the education system is regulated in law no. 20 of 2003 where the standard of PAUD education is regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 137 of 2014.

Evaluation in early childhood is different from the level of primary and secondary school education. Evaluation of learning in early childhood is carried out by conducting observations, recordings and documentation about children's activities. The implementation of evaluation in early childhood is carried out gradually and continuously so that the progress of learning and development can be known [1]. With the assessment, teachers are able to find out the achievements of student development and are able to prepare further stimulation according to the growth and development needs of students.

Evaluation of early childhood development, does not consist of quantitative data alone but qualitative. Educators describe child development that has been achieved, that has not been achieved, and recommends stimulation that needs to be continued through the evaluation of that development. Assessment at PAUD institutions has several stages that must be carried out ranging from daily, weekly, monthly, semester assessments. This assessment must be carried out independently every day and continuously to determine the success of learning [3].

So far, PAUD teachers have done more narrative evaluations through hand writing. Then with the development of computer technology today, then the competence of PAUD educators who are expected to be able to utilize information technology in carrying out their duties and work, accompanied by the use of the 2013 PAUD curriculum, child development reports need to be compiled using computer technology. Evaluation of child development must also be accompanied by photos of activities that represent the achievements of child development as authentic evidence.

Based on preliminary observations made at Aisiyiah Sindon Kindergarten, it is known that teachers in evaluating are still manual use of hands and have not applied photos of children's activities, this is because not all teachers are able to operate computers even though school has 2 laptops and 1 printer. In line with this problem, in 2019 the 'Aisiyiah Center foundation through the Regional Leader of 'Aisiyiah Boyolali Regency gave direction to the charity of Early Childhood Education efforts to use web applications in evaluating children's learning. Therefore, this study describes the suitability of the implementation of the use of e-report in evaluating Early Childhood

learning with the assessment rules in the 2013 curriculum (K13). In addition, this study will also look further at the benefits and obstacles in evaluating early childhood learning using e-report.

2 Method

The method used in this study is a descriptive qualitative method. According to descriptive qualitative research aimed at describing and describing existing phenomena, both natural and human nature, which pay more attention to the characteristics, qualities, interrelationships between activities [1].

This research was conducted at Aisyiyah Sindon Kindergarten in 2022 from September 30 to October 10, 2022. The subjects of this study were the principal and class teacher of 4 people and an operator. Meanwhile, the object of this study is the problem to be studied, namely the suitability of the implementation of the use of e-report in evaluating early childhood learning in Aisyiyah Sindon Kindergarten for the 2021/2022 Academic Year with the rules of curriculum assessment 2013 and the benefits and obstacles to the use of e-report cards in evaluating early childhood learning.

The stages in this qualitative research are: 1) Observation stage, 2) Interview stage, 3) Writing stage. The instruments used in this study are: observation sheets, interview sheets, and documentation sheets. Data collection techniques carried out are observation, interview and documentation.

The data analysis procedures used by researchers are data reduction, data display, and verification. The data reduction uses the results of observations and interviews and is summarized one by one to make it easier for researchers to focus the data. Data that is not related to the problem is not presented in the form of a report. Then the data display uses a way of presenting the core data which includes the overall results of research that has been carried out by the author on the suitability of the implementation of the use of e-report cards in evaluating early childhood learning in Aisyiyah Sindon Kindergarten for the 2021/2022 Academic Year with the 2013 curriculum assessment rules.

Observations made by researchers by observing and recording field facts seen on the object of study to obtain all the information needed. The items used as guidelines are to describe the conditions that are planned to occur and also the Daily Learning Implementation Plan (RPPH). The interviews conducted by the researchers were by interviewing the head of the kindergarten and the operator and class teacher as the main informant and as a complement to the information. In the interview, it is not only the interaction of communication with the source, but also with the understanding of the sentences conveyed or the implied message.

The next step is for researchers to carry out data collection techniques with the documentation method only covering textual data. Documents have long been used in research as data sources because in many ways documents as data sources are used to test, interpret even to forecast [4]. The documents taken are important things that focus on research, including the Curriculum document used by Aisyiyah Sindon Kindergarten and the learning planning used and the evaluation used to conduct assessments at Aisyiyah Sindon Kindergarten. The document studied is an official document owned and used by TK Aisyiyah Sindon which is a guide in the study of documentation of the suitability of the implementation of the use of e-report cards in evaluating early childhood

learning in Aisyiyah Sindon Kindergarten for the 2021/2022 Academic Year with the rules of curriculum assessment 2013 as well as the benefits and obstacles to the use of e-report in evaluating early childhood learning obtained from research data conducted by researchers.

3 Result and Discussion

3.1 Research Result

This research was conducted at Aisyiyah Sindon Kindergarten from September 30 to October 10, 2022. The research began with observations made by the author at Aisyiyah Sindon Kindergarten, Ngemplak district, Boyolali regency to observe the suitability of the implementation of the use of e-report in evaluating early childhood learning in Aisyiyah Sindon Kindergarten for the 2021/2022 Academic Year with the rules of curriculum assessment 2013 as well as the benefits and obstacles to the use of e-report in evaluating early childhood learning. Then the next stage was an interview with the principal, school operator and homeroom teacher of Aisyiyah Sindon Kindergarten.

Next is the documentation stage, at this stage the researcher documents the results of observations and interviews in the form of photos, videos, notes and voice recordings to support research on the suitability of the implementation of using e-report cards in evaluating early childhood learning in Aisyiyah Sindon Kindergarten for the 2021/2022 Academic Year with the rules of curriculum assessment 2013 as well as the benefits and obstacles to the use of e-report in evaluating early childhood learning. For the final stage, namely the data analyst stage, the author uses a descriptive method.

Based on the results of observations and interviews of researchers at Aisyiyah Sindon Kindergarten, it is known that Aisyiyah Sindon Kindergarten in its learning applies the 2013 curriculum (K13). At the beginning of its application, the evaluation of children's learning or better known as assessment in this institution is carried out manually, namely by making an assessment form and the teacher fills in manually. However, at the beginning of 2019 the central foundation 'Aisyiyah appealed to the business charity 'Aisyiyah, especially the Early Childhood Education service, to use e-report in assessing and evaluating children's learning. And from the aisyiyah foundation itself, it conducts training and socialization related to the use of the e-report. Therefore, Aisyiyah Sindon Kindergarten began to apply e-report in conducting children's learning assessments at the beginning of the 2019/2020 academic year until now.

The e-report application used by TK Aisyiyah Sindon is SiPendi (Early Childhood Development Assessment Information System). SiPendi is a web-based assessment application whose use can not only be done through a computer or laptop but can also be accessed through gadgets. This web application contains 6 aspects of child development that are in accordance with the rules of assessment in K13 where the developmental aspects are religious and moral values, physical and motor development (fine and gross motor, as well as physical health), cognitive development, social emotional, and art.

3.2 Discussion

3.2.1 Suitability of the Use of e-Report in Evaluating Early Childhood Learning with the 2013 Curriculum Assessment Rules

When the data has been collected, the next stage of the researcher conducts an analysis. Data analysis is the process of systematically finding and compiling data obtained from the results of interviews, field notes, and documentation by organizing data into categories. Based on the results of the study in the form of observations, interviews, and documentation, the following are the findings obtained by researchers based on results from the field. This research describes data, ranging from learning planning, learning implementation, and learning evaluation.

In the 2013 curriculum before learning activities are carried out, planning is needed so that learning can run according to the planned scenario to make it easier to achieve the desired learning outcomes. Learning planning at Aisyiyah Sindon Kindergarten covers the learning objectives to be achieved that have been prepared by the school in accordance with the 2013 curriculum used. In PAUD, the lesson plan is summarized in the Weekly Learning Implementation Plan (RPPM) which summarizes the learning plan in one week, whose specifications and details are set out in the Daily Learning Program Implementation Plan (RPPH).

The Learning Implementation Plan is a design for teachers to carry out play activities that facilitate children in the learning process. So that the learning plan for early childhood education is a reference prepared by the teacher in order to carry out student learning activities, both in play activities and thematic learning activities [4].

In the preparation of learning planning at TK Aisyiyah Sindon started by compiling an Annual Program which is often called Prota and a Semester Program or often referred to as a Prosem which was compiled jointly between the operator principal and the class teacher which was later discovered by the school committee. After that, based on Prota and Prosem, it will be formulated into a weekly activity plan (RPPM) and a daily activity plan (RPPH), which includes all its components in accordance with the learning implementation guidelines. In Hamzah's research (2016) it was stated about the importance of school ability to design and process learning that can facilitate the learning process so as to achieve results in accordance with learning concepts and theories.

In the development and learning poses of Aisyiyah Sindon Kindergarten still uses the Group learning model with a safety angle for children's literacy books. In the learning process that is adjusted to the RPPH, it then determines the aspects to be evaluated. Evaluation is the making of a decision based on systematically informed about the individual related to learning, especially the success of learning to determine the extent of, and how educational goals have been achieved. To monitor early childhood development. With the assessment of children's developmental learning, it can be monitored. Both developments concern aspects of intellectual, language, motor (gross and subtle), social-emotional, religious and artistic development.

In evaluating learning in Aisyiyah Sindon Kindergarten, teachers use gadgets to document children's activities, taking notes in pocket notes of activities that support child development. After the learning activities are completed and the children have returned home, the teacher begins to input the results of the documentation collected by the teacher into the e-report application, which is a sipendi web that has been set

up by the operator. Before inputting the assessment assessment, the teacher sets the assessment indicators to be applied in accordance with the RPPH made earlier. Then the teacher begins to narrate the grades of each child according to the specified indicators by including photos of the population and child development achievements achieved on that day which include 6 aspects of assessment, namely NAM, Sosem, Language, Cognitive, Physical Motor and art.

In the sipendi web used by TK Aisyiyah sindon there are checklist assessment features, Anecdotes and works. In each of these features there is a choice of child development achievements and a feature of storing photos of the residents of children's activities as well as a feature to write a narrative of the child's developmental assessment on that day. In addition, in the sipendi web there are also weekly, monthly assessments and children's growth achievements about physique and health which include the achievement of weight, height, head circumference as well as the health of teeth, nose, eyes, ears and mouth.

Based on the results of the research, it can be concluded that the implementation of the use of e-report in evaluating children's learning in Aisyiyah Sindon Kindergarten for the 2022/2023 Academic year is in accordance with the assessment rules in the 2013 curriculum (K13). The evaluation carried out at Aisyiyah Sindon Kindergarten even though it uses the sipendi application, the developmental aspects and indicators of child growth and development achievement are in accordance with the aspects and indicators contained in K13. The evaluation carried out is the same as the K13 rules, namely checklists, anecdotes and work results, daily, weekly, monthly and semester assessments in the form of student learning outcomes reports or known as child report.

3.2.2 Benefits and Obstacles to the use of e-Report in Evaluating Early Childhood Learning

The benefits of conducting an evaluation with e-report according to the principal, operator and teacher of Aisyiyah Sindon Kindergarten are: (1) It is easier and more practical, with e-report cards, teachers are easy and practical to evaluate and assess because they only do daily assessments but weekly, monthly and semester assessments have been automatically made by the system, (2) Can be accessed using gadgets so that teachers who cannot use computers can still easily input assessments, (3) Can be done anywhere and anytime, (4) effective and efficient because teachers can insert photos without having to move files to a laptop, can write assessments without having to master word or excel. In addition, the results of direct learning evaluation can be accessed by parents without having to go to school because the e-report can be accessed through the sipendi e-raport web by entering the school name, school NPSN, child's name, child's date of birth and parents' name, so the e-report card can be downloaded independently by parents.

4 Conclusion

The results showed that the implementation of the use of e-report in evaluating children's learning in Aisyiyah Sindon Kindergarten for the 2022/2023 Academic year was in accordance with the assessment rules in the 2013 curriculum (K13). The evaluation

carried out at Aisyiyah Sindon Kindergarten even though it uses the sipendi application, the developmental aspects and indicators of child growth and development achievement are in accordance with the aspects and indicators contained in K13. The evaluation carried out is the same as the K13 rules, namely checklists, anecdotes and work results, daily, weekly, monthly and semester assessments in the form of student learning outcomes reports or known as child report.

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Authors' Contributions. AI conducts observations, interviews and documentation as well as writing manuscripts. The CW controls and reviews the script.

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