The Use of Assessment Rubric as an Assessment Standard of Students' Learning ability
(A Study in TK Aisyiyah IV and V Rawalo, Banyumas Regency)

Tatik Ariyati
Universitas Muhammadiyah Purwokerto
Purwokerto, Indonesia
tatikariyati26@gmail.com

Akhmad Fauzan
Universitas Muhammadiyah Purwokerto
Purwokerto, Indonesia

Abstract—Children (students) aged 0-6 year old are in their growth and development phase of various life aspects; the age phase is the fastest growing period of human life. Learning process as one of treatments given to students should consider their growth and development characteristics. Pre-aged period, which was known as "a sensitive age phase" by an expert (Montessori), was the age phase when their hidden potencies appear and it was the condition when their soul needed stimulant for their growth and development. Assessment was an effort to obtain and interpret information systematically, periodically, continuously, and comprehensively on the growth process and result achieved by them through learning activity. The assessment on Early Childhood Education (PAUD) was not in numeric form, but in symbol with its assessment standard. While learning evaluation for kindergarten level was oriented on informal strategy; it was by prioritizing the learning process experienced by the students rather than its learning result which would be achieved by them.

Keywords: Assessment rubric as assessment standard, Early Childhood Education.

INTRODUCTION

Students aged 0-6 year old have their own creativity to express anything in more complex and repressive. Teachers are required to provide teaching and learning materials that can motivate and stimulate students' creativity. The age phase is the fastest growing period of human life in various aspects. Learning process as one of treatments given to students should consider their growth and development characteristics. Pre-aged period, which was known as "a sensitive age phase" by an expert (Montessori), was the age phase when their hidden potencies appear and it was the condition when they needed stimulant for their growth and development. Growth of nerve cells and sensitivity period is indicated clearly with exploration period. The development of nerve cells was shown by eyes, feet, hands movement of infants or children.

The more advanced community, the higher awareness they have on the importance of education, parenting, and child protection to improve the quality of life in the future. Many parents are concerned to provide education to their children as early as possible. Therefore, Early Childhood Education (PAUD) managed and operated by both society and government is developing properly. Point no. 14 of Article 1 of the Law no. 20 year 2003 (*butir 14 Pasal 1 Undang-undang No. 20 Tahun 2003*) mentioned that early childhood education is a coaching efforts for children since their birth to the age of six years. The coaching is implemented by providing educational stimulation, so they grow and develop physically, spiritually, and emotionally and ready to enter further education. To take advantage of various learning resources in the kindergarten learning, it needed teachers' ability to understand the concept of learning resources correctly, and the teachers should be able to classify and use the learning resources which was adapted to kindergarten students.

Researches on brain intelligence showed that stimulation must be given since the first three years of children's life to maximize their intelligence. Viewed from the perspective of education, stimulation of child growth and development has at least some functions as follows; (1) Implementation of basic values (character and religion), (2) establishment of basic attitudes (discipline, honesty, independence, and creativity), (3) development of basic skills (language, motor,

cognitive, and social), and (4) optimizing all potential intelligence of the children.

Islam states clearly that every child is born into the world with the disposition or potential inherent in him/her. The disposition is a God's gift given to every single child, and it would grow properly by influence of the environment, especially parents and teachers. Attributes of God are attached to each child, since they are born into the world. The child's disposition appears in some of the high natural qualities that every child possess such as sense of wonder, curiosity, full of imagination and creativity, active and likes to ask questions (curious).

Early childhood students are classified into human group aged 0-6 year old (it is based on the regulation in Indonesia based on Law no. 20 year 2003 on National Education System). Some other experts on early childhood students classified that the age phase was in between 0-8 year old (Eva Essa 1996; on Dedi Supriadi, 2005).

The age phase in the process of growth and development is unique; which means to have a pattern of growth and physical development (fine and coarse motor coordination), intelligence (thinking power, creativity, emotional intelligence, emotional intelligence) social-emotional (behavior and religion), language and specific communication which is in accordance with the level of growth and development that is being experienced by the children.

Learning process in early childhood education is different with the learning process in primary education; it should be able to assess what the students have already done. It focuses on students' learning process, not the result.

Assessment was an effort to obtain and interpret information systematically, periodically, continuously, and comprehensively on the growth process and result achieved by them through learning activity. The assessment on Early Childhood Education (PAUD) was not in numeric form, but in symbol with its assessment standard. While learning evaluation for kindergarten level was oriented on informal strategy; it was by prioritizing the learning process experienced by the students rather than its learning result which would be achieved by them. A teacher of kindergarten school should be able to implement an assessment which refers to indicators to achieve, that has been planned with a predetermined time.

RESEARCH OBJECTIVES

This research aimed to figure out whether assessment of students' development level was in accordance with assessment guidance or not, and applicable to indicators that will be achieved in the learning process including six aspects of development. In addition, it was also for improving the teachers' assessment ability toward students' development level in each learning and teaching activity, especially the learning process and result (outcome). Currently, the teachers only focused on the learning result, so the condition should be changed.

The result of this study is expected to give understanding and strengthening toward the teachers on assessment of students' development level having a pattern of growth and physical development (fine and coarse motor coordination), intelligence (thinking power, creativity, emotional intelligence, emotional intelligence) social-emotional (behavior and religion), language and specific communication which was in accordance with the level of growth and development that was being experienced by the children.

LITERATURE REVIEW

1. Early Childhood Education

Early childhood students are individuals experiencing a growth and development process rapidly and fundamentally for their future. They have a pattern of growth and physical development (fine and coarse motor coordination), intelligence (thinking power, creativity, emotional intelligence, emotional intelligence) social-emotional (behavior and religion), language and specific communication which is in accordance with the level of growth and development that is being experienced by the students/children.

Based on the uniqueness of the growth and development level, early childhood age phase is divided into four parts; infants period (birth-12 months), toddler period (1-3 years), pre-school age (3-6 years), early period of primary education (6-8 years). The division of child age phase was required because of similiarity aspects of the childrens' physical and phsychological development.

The development of various aspects of an individual does not occur separately, but it runs holistically and is influenced by various internal and external factors. Internal factors are various aspects of development that are owned by children, while external factors are teachers, family, and various other learning resources. If a child has entered an educational program, then one thing that is not less important is the curriculum applied by the school.

Based on education point of view, stimulant toward child/students' development has some function as follow; (1) implementation of basic values (moral and religion), (2) establishment of basic attitudes (discipline, honesty, independence, and creativity), (3) development of basic skills (language, motor, cognitive, and social), and (4) optimizing all potential intelligence of the children.

Pre-aged period, which was known as "a sensitive age phase" by an expert (Montessori), was the age phase when their hidden potencies appear and it was the condition when they needed stimulant for their growth and development. Growth of nerve cells and sensitivity period is indicated clearly with exploration period. The development of nerve cells was shown by eyes, feet, hands movement of infants or children.

The more advanced community, the higher awareness they have on the importance of education, parenting, and child protection to improve the quality of life in the future. Many parents are concerned to provide education to their children as early as possible. Therefore, Early Childhood Education (PAUD) managed and operated by both society and government is developing properly. Point no. 14 of Article 1 of the Law no. 20 year 2003 (*butir 14 Pasal 1 Undang-undang No. 20 Tahun 2003*) mentioned that early childhood education is a coaching efforts for children since their birth to the age of six years. The coaching is implemented by providing educational stimulation, so they grow and develop physically, spiritually, and emotionally and ready to enter further education.

2. Assessment of Early Childhood Education

Assessment (evaluation) according to Ralph Tyler (1950) is a process of data collection to determine how far, in what aspect, and how the purpose of education can be achieved. Brewer (1992) stated that assessment is a use of a comprehensive evaluation system to determine quality of a program or learning progress of students.

Learning assessment concept can be viewed generally, it includes evaluation on all components and education activities, but it can also be limited on learning outcome or behavior achieved by the students. Assessment is an effort to collect and interpret various information in a systematic, periodical, continuous, comprehensive about the process and the results of growth and development that have been achieved by students through learning activities (DepDikNas, 2004:3). In addition, assessment is a process of collecting and processing information to determine level of child development achievement including assessment techniques, scope of assessment, assessment process, process of assessment results and

follow-up (permendiknas No. 58,Dirjen PAUDNI, 2010:23-24).

The purpose of assessment is to figure out the growth and development that has been achieved by the students during the education (DepDikNas, 2004:3). The assessment functions are as follow:

1. To provide feedback to teachers to improve learning activities.
2. As a consideration for the teachers to conduct guidance on the students in order to both their physical and psychological condition can grow and develop optimally.
3. As a consideration for teachers to set the students in activities that appropriate to their interests and needs.
4. Memberikan informasi kepada orang tua tentang pertumbuhan dan perkembangan yang telah dicapai oleh anak sebagai bentuk pertanggungjawaban sekolah. To provide information to the students' parents on their learning growth and development that has been achieved by the students as a form of school responsibility.
5. As an information for the students' parents to implement appropriate family education and integrated with school efforts
6. As an effort to input from various parties in order to further guidance to the students. (DepDikNas, 2004:3).

RESEARCH METHOD

A. Type of Research

This research employed an approach of qualitative method considering that the collected data were descriptive in form of words and actions of the research subjects obtained through interview and observation. The assessment used standarized assessment using symbol; it was then developed into rubric which was in accordance with learning indicators, and studied aspects in depth, comprehensive, detailed and personal.

The qualitative and interpretive approach resulted a comprehensive and complete research; it was also contextual with the research development and dynamics happened in the research field in the end of this research period.

B. Research Subject

The research subject was two kindergarten schools (TK Aisyiyah Busthanul Athfal) located in Rawalo Subdistrict of Banyumas regency. Both schools were selected as sample; the sample selection was conducted using purposive sampling technique. It was a technique of sample selection using certain consideration. There were five kindergarten schools of TK Aisyiyah Bustanul Athfal; two of them were

selected. The schools were TK Aisyiyah 4 and TK Aisyiyah 5.

It was considered that both schools implementing counseling intensively. In addition, the kindergartens also got supervision from lecturers of Early Childhood Teacher Education Department Universitas Muhammadiyah Purwokerto. Some of teachers and the principal have an intensive interaction on community service and training programs. It was expected that the research result can be continued more optimally through further researches and community services such as socialization, workshop, or training on further learning quality.

C. Target of The Research

The research target was teachers' assessment toward students academic development in more measureable and easy to assess the students because the assessment standard was available based on its assessment rubric.

D. Type of Data

The data required in this research were primary and secondary data. According to Lofland on Moleong (1994), and Lofland and Lofland on Moleong (1994), source of primary data on qualitative research were words and actions, the additional data were in form of documents, and others.

Primary data were directly obtained from informant and interviewees in the research location. The data of this research were in form of how the teachers assessed the students learning result, and how attitude, behavior, and interaction of the teachers with their students, as well as the students' attitude and behavior in learning process showing conformity with indicators of assessment standard.

Secondary data were obtained from various documents available in the research location, including assessment document and assessment document of students' development, curriculum documents (matrix of kindergarten curriculum, teaching materials, semester programs, weekly activity plan, daily activity plan), students' worksheets, photos, videos, and other supporting documents.

E. Technique of Data Collection

The data were collected in various ways. In the early stages, besides conducting a field orientation and understanding preliminary data, the researcher also made contact with data sources which were relevant to the research. This was important to implement, because with the existence of previous contact/relationship, the process of collecting other data will be easier to implement.

The method used in data collection was observation. Form of observation strategy was done using the assessment standard; it was assessment rubric.

F. Technique of Data Analysis

The data analysis was done using technique of descriptive analysis. It was a research method decribing phenomena happens at the present and in the past. Description of the condition could be in individual and group, the method tried to decribe and interprete the object factually.

G. Assessment Instrument of 6 Development Aspects

The instrument can be seen in following table:

Table 1. Assessment Instrument

No	Development Program	Basic Competence	Indicators
1	Religious and Moral Value	➢ 1.1 ➢ 1.1(2) ➢ 1.1/1 ➢ 1.1(1) ➢ 1.2(2) ➢ 1.2(2) ➢ 1.2(2) ➢ 1.2(2) ➢ 1.2(2) ➢ 1.2(2) ➢ 1.2(2)	➢ The students are accustomed to being thankful as God's creation ➢ They are accustomed to being thankful that his/her body is God's creation ➢ They accustomed to being grateful to the God ➢ They are able to sing a song entitled "*Aku anak sehat*" ➢ They are able to appreciate his/herself and others ➢ They are accustomed to say proper words ➢ They are able to say prayer how to leave their home ➢ They are accustomed to shake hand with theteachers and peers ➢ They are able to recognize and mention types of rinds.

Table 1, cont.

No	Aspect	Code	Description
2	Physical Motor	2.1	The students are accustomed to clean their ears
		2.1(2)	They are able to recognize basic steps of how to take a bath/shower
		2.1/2	They are accustomed to wash their hands
		3.3-3.4(2)	They are able to jump
		2.1(2)	They are able to comb their hair
		2.1(1)	They are able to recognize nutritious food
		3.3-3.4(1)	They are able to play "tepuk nama" game
		2.1(1)	They are able to dance while "Happy Birthday" music is played in harmony.
		2.1(1)	They are able to run for picking house image
		2.1(1)	They are able to clean the house yard
		2.1(1)	They are able to dance "*Ayo Mandi*" song.
3	Cognitive	2.2	The students are able to recognize and show their five sense
		3.6-4.6(3)	They are able to match the writing according to its image Anak mampu menghitung jumlah jari tangan
		2.2/9	They are able to recognize rough and smooth
		2.2(2)	They are able to know their weight
		2.2(1)	They are able to know and call their friends' name
		2.2(1)	They are able to say their date, month and year of birth
		2.2(1)	They are able to do *maze* how to find someone's home address
		2.2(1)	They are able to group images based on gender
		2.2(1)	They are able to put number on watch image properly
		2.2(1)	
		2.2(1)	

Table 1, cont.

Aspect	Code	Description
Language	3.10-4.10	The students understand function of five sense
	3.10-4.10(2)	They are able to thicken the dots on simple words writing
	3.11-4.11/1	They are able to imitate song lyrics
	3.12-4.12(6)	They are able to recognize images and the writing properly
	3.11-4.11(6)	They are able to set proper order of serial images
	3.10-4.10(6)	They are able to imitate sentences
	3.10-4.10(2)	They can recognize the writing of his/her name
	3.10-4.10(6)	They are able to say their home address
Social Emotional	2.5	The students are accustomed to do good deeds
	2.5(2)	They are able to know how body treatment is.
	2.7/1	They are accustomed to behave properly.
	2.6(1)	They understand shape of their body parts
	2.6(3)	They are able to play a role
	2.6(2)	They are accustomed to table manner.
	2.5(1)	They are able to introduce his/herself.
	2.6(2)	They are able to tidy up the toys/equipment they have used.
	2.6(2)	They are able to say their own gender.
Art	2.3	They are able to color images.
	2.3(1)	They are able to cut the pattern of images
	3.15-4.15(1)	They are able to make geometry shape
	2.7(7)	They are able to arrange flower shape
	2.7(7)	They are able to match the shapes
	2.7(7)	They are able to create collages with various media
	2.7(7)	They are able to do 3 M
	2.7(7)	

RESEARCH RESULT AND DISCUSSION

This research was conducted for 6 months (November to December 2016, and January to April 2017). The research was done through the method of in-depth observation and interviewing to 1) teachers, 2) learning process at two kindergarten (TK ABA 4 Rawalo and TK ABA 5 Rawalo).

The qualitative analysis was obtained from assessment result toward students's development through learning process; it was with observation to the students during they do the activities instructed by their teachers.

The results of students' development assessment through learning process based on the assessment rubric in each kindergarten of TK ABA were as follow:

1. TK ABA 4 Rawalo

Before this research was conducted, the assessment toward students' learning development was based on the learning result (outcome) achived by the students. If the students got bad result, the assessment would get an inappropriate judgment. One of the examples was in coloring image activity; if the students were able to color the image completely, the teachers would give 3 or 4 stars. But if they did not do it completely, the teachers would give it one star. It means that the teachers' standard in assessing their students' learning achievement was less objective based on the available standard. The teacher did not give the appreciation toward students' learning process. In pre-research period, the researcher met the teachers to equate perception and to prepare the scoring rubric.

2. TK ABA 5 Rawalo

The research observation conducted at TK Aisyiyah 5 Rawalo was almost the same with the condition in TK Aisyiyah 4. The teachers' assessment orientation toward their students was based on the learning outcome. Consequently, the students' learning development was not assessed objectively. The same case happened in this kindergarten. The teachers' standard in assessing their students' learning achievement was less objective based on the available standard. The teacher also did not give the appreciation toward students' learning process. In pre-research period, the researcher also met the teachers to equate perception and to prepare the scoring rubric.

The explanation below was the description on assessment quality at TK ABA 4 and 5 Rawalo:

The assessment of early childhood students' development on 6 aspects at the both schools implemented assessment rubric. The table below was standards of how to arrange assessment rubric that was set together:

Table 2. Assessment Rubric

No	Symbol	Development Assessment per-indicator	Keterangan
1	*	The students are not able/refuse to do activity indicators instructed by the teachers.	BB (undeveloped)
2	**	The students are able to do or respond one or two activity indicators instructed by the teachers.	MB (developing)
3	***	The students are able to do or respond the teachers' instruction in accordance to expected activity indicators	BSH (developed based on the expectation)
4	****	The students are able to do or respond teachers' instruction in accordance with the activities set by the teachers, even they can respond/do more beyond the expectation.	BSB (Properly Developed)

The standard of assessment rubric would ease the teachers in setting the assessment of students'development during learning activity, especially in each activity that should be done by the students. It was also for improving teachers' objectivity (fair measurment) in the assessment to the students.

CONCLUSION

Based on the explanation, it can be concluded that implementation of assessment in TK aisyiyah IV and V was under the assessment standard of early childhood education before this research was conducted in both schools. Consequently, the teachers assessed the students' development based on their learning outcome. After the assessment rubric was implemented as its assessment standard, it eased the teachers to implement the assessment, in addition the teachers were more fair to the student assessment. The assessment was not only based on the learning outcome, but also the learning activity. The assessment rubric made the assessment more measurable.

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