MENTORING THE ABILITY OF TEACHERS IN COMPILING AND USING DAILY ASSESSMENTS IN PAUD AT-TAUFIQ

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ABSTRACT

It is important to carry out systematically, measurably, sustainably, and comprehensively assessment covering the growth and development that has been achieved by children over a certain period of time in early childhood education institutions. Assessment is important to determine and follow up on the growth and development of children during learning activities, get information about the growth and development that has been achieved by children during education in early childhood, use the information obtained as feedback for educators to improve learning activities and improve services to children so that attitudes, knowledge, and skills develop optimally, provide information, provide input to various relevant parties to participate in helping achieve optimal child development. This study aims to assist teachers in preparing and using daily assessments in early childhood with the target of PAUD teachers At-Taufiq Cihanjawar Village. The method used in this study was PAR (Participatory Action Research) that were carried out with three schemes consisting of preparation, implementation of activities, reading activities. This study used in this service uses PAR (Participatory Action Research). The results of this study indicated that teachers can compiled and used the daily assessment of students' work at Paud At-Taufiq Cihanjawar Village. This assessment could help teachers in making the final report of students' learning at the end of each semester.

Keywords: mentoring, early childhood, daily assessment, learning evaluation

1. INTRODUCTION

Early childhood education is a place for the optimal development of all potential of children. Teachers provide stimulation to all aspects of child development through fun play activities. Therefore, playing activities need to be assessed for their accuracy, equipment, purpose, place, and time. The play model developed at the early childhood level does not aim to achieve children's achievements, but to stimulate all aspects of child development and optimize children's potential. So the purpose of early childhood learning assessment is to observe the level of growth and development of children (Purwasih, 2018). Assessment is an important aspect of the educational process. Assessment is a step to collect a variety of information used for policy determination of the learning process (Uno & Koni, 2012). Mardapi (2008) argues that assessment is an aspect of determining the quality of Education. Additionally, an assessment submission should include the process of tracing, checking, searching, and inferring (Mardapi, 2008). According to Permendiknas No. 20 of 2007, in order for the assessment process to run properly, the assessment must be valid, objective, fair, integrated, open, comprehensive, continuous, systematic, with criteria, and accountable.

Assessment as part of learning activities provides information about what activities the child has experienced, how these activities are carried out and what activities can be done. This information can be used as material to determine the effectiveness of each child in following the program implementation activities and to determine success in these activities . Given the importance of the assessment component in early childhood learning activities, teachers should really pay attention to the assessment component and other parts of the activity. Teachers must understand the concept of assessment in program delivery activities. Teachers should also be able to decide when is the right time to conduct an assessment, and what methods and tools are most appropriate to use to assess the learning activities carried out. An activity that plays an important role in early childhood education activities is a developmental assessment activity. Developmental assessment is an attempt to accurately collect and interpret certain information, processes, and results of systematic, regular, continuous, thorough growth and development that students have achieved through learning activities. On the other hand, child development assessment can serve as a tool to monitor the process, progress, and improvement of children's learning continuously so as to provide feedback to teachers to improve learning (Wahyudin et al., 2012).

Early childhood learning assessments are authentic. This means that the assessment is carried out with real and more focused on the process. There are several types of learning assessments at the preschool level, namely observations, portfolios, anecdotal notes, presentations, and discussions. However, so far there are still many schools that have not implemented authentic assessments. This problem is because the teacher has not been accustomed to do the proper assessment techniques it is quite a lot (Purwasih, 2018).

Based on these above problems, the researcher intends to conduct research on assisting the ability of teachers in preparing and using daily assessments in Paud At-Taufiq Cihanjawar Village. The purpose of the assistance is to assist teachers in making and compiling daily assessments so that they can run as they should.

2. LITERATURE REVIEW
2.1 Assessment

Grading is the process of embedding attributes or dimensions or quantities (in the form of numbers/letters) to the assessment results by comparing them to a certain standard instrument. The results of the assessment in the form of attributes / dimensions / quantity are used as evaluation material.Assessment is a teacher activity related to decision-making on the learning outcomes of students that reflect the achievement of competence during a particular learning process. Assessment is carried out holistically related to aspects of knowledge, attitudes, and skills for each level of education, both during learning (assessment process) and after learning is over

(assessment of learning outcomes). Assessment is carried out holistically covering aspects of attitude, knowledge and skills for each level of education, both during learning (assessment process) and after learning is over (assessment of learning outcomes). At the level of early childhood education, the proportion of character development takes precedence over the proportion of academic development.

Assessment in early childhood education is carried out based on the description of the child's growth and development and performance that will be obtained using assessment techniques. Assessment techniques and instruments are used in relation to the assessment of competency attitudes as well as knowledge and skills in early childhood development (Anonim, 2015). Some of these assessment techniques and instruments, are as follows: 1) observation, 2) conversation, 3) assignment, 4) performance, 5) work results, 6) anecdotal notes, and 7) portfolio. Aspects assessed by educators based on curriculum 2013 PAUD includes all existing development programs in basic competence (KD) consists of 4 domains, namely: competence of religious attitudes, social attitudes, knowledge and skills according to the age and stage of child development. Broadly speaking, the general principles of assessment in early childhood learning, include):
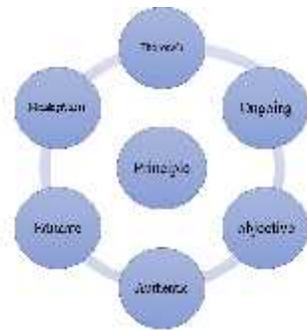

Figure 1. Chart of General Principles of Assessment

The overarching principle indicates that assessment should be carried out on all aspects of child development based on the 2013 PAUD curriculum which includes; religious and moral values development, social and emotional development, language development, cognitive development, physical and motor development, as well as artistic development. In the principle of continuity, that assessment is carried out continuously with appropriate techniques and instruments. In the objective principle, judgment must be according to real conditions. In the principle of authentic assessment, the type of assessment used should deal with real conditions in a meaningful context. Moreover, the assessment should be carried out during the learning process in the sense that the assessed child does not feel that he is being observed. Based on the principles of education for students, teachers, and parents, the assessment results are expected to provide feedback for children to improve in a better direction, for teachers to be used to review

related to methods, learning strategies, learning plans, behavior and patterns of interaction with students, for parents to guide their children in a better way. The principle of meaningfulness of assessment should also be taken into consideration, in which the value is not just a document but a variety of techniques used to give meaning to the actual condition of the student.

2.2 Evaluation

Dunn (2001) said the term evaluation has a meaning that is equated with the appraisal, the provision of numbers (rating), and assessment. It is a word that expresses an attempt to analyze the results of a policy in the sense of its unit of value. Meanwhile, according to Ndraha (2003) the evaluation is a process of comparison between the standard with the facts and the analysis of the results. The conclusion is that the evaluation looks at the comparison between the goals and the results of the events, so that it can find considerations for follow-up. In a more specific sense, evaluation is concerned with information about policy outcomes, such as work evaluation, service evaluation, and event evaluation.

3   METHOD

This service used PAR (Participatory Action Research) method. PAR is a research method that is carried out participatively among citizens in a lower-level community whose spirit is to encourage transformative actions to liberate society from the shackles of ideology and power relations (changes in living conditions for the better). PAR has three main pillars, namely research methodology, action dimension, and participation dimension.

3.1 Research Methodology

In research methodology or diagnosis cycle (problem), it was found that teachers in KB At-Taufiq have not been consistent in compiling and filling out daily assessments, especially assessments of works and anecdotal records. So that researchers are encouraged to do mentoring in preparing the assessment, especially the assessment of the work and anecdotal records.

3.2   Dimensions of Action

The dimension of action or action planning, researchers conducted observations and interviews with teachers at the At-Taufiq Playgroup institution regarding daily assessments. Facts in the field The teachers of the At-Taufiq Playgroup institution filled out the Checklist assessment and even then it was last used in 2019. Therefore, the researchers provided several examples of evaluating work results and anecdotal notes to the teachers of the At-Taufiq Playgroup so that they became a reference for making and compiling the daily assessment.

3.3   Dimensions of Participation

In the dimension of participation or action implementation, the servant provides assistance and assists in compiling and making daily assessments, such as works and anecdotal notes. Assistance is carried out by providing material gradually to the teachers in the At-taufiq play group through introduction and giving examples

tracing and assigning tasks with the aim of making teachers and principals know, understand and understand designing relevant

material, implementing daily learning. What is important is that the most efficient way is by repeating and giving assignments in the hope that the teacher and principal will be familiar with the topics discussed and be able to compile them because they have received examples and practice.

Further assistance is to apply the daily learning implementation plan to the school curriculum that has been prepared while observing and evaluating to find which method is best for the learning process through further academic supervision. The preparation of daily activity plans is of course adjusted to the theme based on the curriculum and students.ension of participation or implementation of actions, the researcher gave assistance in compiling and making daily assessments, such as to assess work results and make anecdotal records.

4 RESULTS & DISCUSSION

The mentoring activities were carried out in three visits to find out how the learning assessment given by teachers when teaching. Besides, the researcher also conduced interviews related to the administration in schools. In the first week, the researcher first met with all teachers in Kb At-Taufiq and looked at the state of the school environment and human resources which include the state of students, teachers, and parents in KB At-Taufiq. Then, in the second week the researcher made observations related to the learning activities carried out by teachers including lesson planning, learning media, teaching methods, and daily assessments. There were some obstacles experienced by researcher at the time of the second observation because the principal was unable to attend so the researchers decided to discuss the program in the third week. However, the researcher still conducted interviews with all teachers related to the program to be implemented. At the time of interviewing teachers in KB At-Taufiq, the researcher observed problems that were seen, especially in the assessment of daily learning, in which the assessment was not done thoroughly as the work, performance, portfolio and anecdotal records of children were not done yet. Furthermore, some other problems that became obstacles were the teachers' ability to be able to compile and use daily assignment. Therefore, teachers only do activities that focus on package books without providing other activities that are varied and fun, so that the assessment cannot be done optimally and thoroughly.

In the third week, the researcher discussed with the teachers at KB At-Taufiq in terms of the implementation of a mentoring program in preparing and using daily assessments, especially assessments of works and anecdotal records. The mentoring was lasted for one day after several visits were made. At the time of mentoring, the researcher provided an overview and direction in the preparation and use of daily assessments such as attitudes and behaviors of children that occur, when and where the children were, as well as how the works and achievements of children in daily activities.

Based on the results of the mentoring activities that have been done, the teachers obtained a comprehensive overview of the assessment techniques and anecdotal records in KB At-Taufiq with the following explanation: 1) the assessment techniques used were the results of the work and anecdotal records.; 2) the result of the work of students after doing an activity can be seen in the form of handwork, artwork, or display by children, for example: drawing,

painting, folding, collaging , cutouting, writing, building blocks, dancing.

Table 1. Children's Works

Children's Works	Observation Results	Indicator KD
	- Pictures of people taking a bath, bathtub, shower, clothesline - Multiple shapes of lines and circles - Answer questions appropriately - Blue Color	3.10-4.10 demonstrate receptive language skills 2.5 confident behavior 2.8 independent behavior.

In contrast to anecdotal records, in the past anecdotal notes were used to record negative behavior in children. However, now anecdotal notes are used to record the positive behavior of children, which is then adjusted to KI and KD. Like the anecdotal notes owned by Silva and Silvi the following at-taufiq playing group students.

Table 2. Anecdotal Notes

Anecdotal Notes			
Silva		Silvi	
Events / Behavior	Indicator	Events / Behavior	Indicator
At the time of imitating the letters on the board, adinda Silva wanted to write on the board while saying, "Teacher, I can make a line, I'm a smart kid, Mom..."	2.13. speak according to facts 4.2. friendly, courteous 2.5 have behaviors that reflect a confident attitude	When he arrived at school, adinda Silvi shook hands with all the teachers while saying, "Assalamualaikum bu", then turned around and said to her mother, "Mama just wait outside".	2.8 have behaviors that reflect independence 4.2 show polite behavior as a reflection of noble character

This assessment can help teachers in making the final report of students ' learning at the end of each semester.

Figure 4. Handing over Souvenirs for Institution

Second Week

Figure 3. Mentoring the Ability of Teachers in Preparing and Using Daily Assessments in Paud At-Taufiq Cihanjawar Village

Figure 5. School Banner Installation in KB At-Taufiq

5 CONCLUSION

It is important that early childhood education institutions carried out systematically, measurably, sustainably, and comprehensively assessment that could cover the growth and development that has been achieved by children over a certain period of time. This assessment aims to determine and follow up on the growth and development of children during learning activities, to get information about the growth and development that has been achieved by children during education in early childhood, to use the information obtained as feedback for educators to improve learning activities and improve services to children so that attitudes, knowledge, and skills develop optimally, to provide information and input to various relevant parties to participate in helping achieve optimal child development. Therefore, it is necessary to assist teachers in preparing and using daily assessments.

By holding a program to assist teachers in compiling and using daily assessments in paud At-Taufiq in Cihanjawar village, teachers can compile and use daily assessments of students' work and anecdotal records at school. This assessment can help teachers in making the final report of students' learning at the end of each semester.

6 ACKNOWLEDGEMENTS

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