Analysis of the Use of Formative Assessment as a Tool for Evaluating the Development tnd Learning of Young Children at RA Al-Barakah

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ABSTRACT

This study aims to analyze the implementation of formative assessment at RA Al-Barakah. The research method used is descriptive qualitative research, using interviews and documentation analysis.The informants of this research were class teachers. The instruments used were interviews and documentation. The data analysis techniques used were data reduction, data presentation, and data verification. From the results of the analysis of the use of formative assessment as a tool for assessing the development and learning of early childhood at RA Al-Barakah, formative assessment and the function of formative assessment, teachers did not yet understand what formative assessment was. Factors that made it difficult for teachers to carry out formative assessment were time constraints, lack of monitoring of children, and when events were not directly recorded. The time for implementing formative assessment was carried out at the beginning of learning and continued throughout the learning process. The types of assessment used were anecdotal notes, work results, and checklist assessments."Cul Students' mastery of competency material is determined by asking questions and reviewing the results of a checklist assessment. The information provided to students in the form of feedback is global, developing themes, and comprehensive. Teachers should pay attention to follow-up by using questions and enrichment.Legitimate From the research results, it can be concluded that at RA Al-Barakah there has been a formative assessment, but in its implementation it has not been carried out well.

INTRODUCTION

Early Childhood Education is now increasingly recognized as an integral part of efforts to ensure that all children have received early childhood education as preparation for learning when entering elementary school. Only three important components are written in the lesson plan: learning objectives,

learning steps, and learning assessment (Pratiwi et al., 2023). In planning learning differentiation, teachers need to conduct assessments. The function of assessment for teachers is to utilize feedback in improving learning activities, as a consideration for teachers when conducting guidance activities to ensure the optimal physical and psychological development of children, and as a consideration for grouping children in activities that align with their interests and needs(Ramadina, 2024).

In early childhood education assessments, there are no quizzes, exams, or objective tests to measure a child's development. Assessments in early childhood education are divided into two types: formative and summative assessments. Formative assessment is conducted at the beginning of learning and throughout the learning process; it can be done at the start of learning, during, or after the learning. Meanwhile, summative assessment is aimed at determining the achievement of students' development over six months or one semester, which is usually carried out after the teaching and learning process has ended. The results of assessments in early childhood education are useful as a support for students, to measure their development, and to see whether they face any obstacles in the learning process or not. This is in line with the statement of Silvi and Shelly (2023) that before conducting final teacher assessments, it is necessary to provide a lot of feedback on assessments conducted during learning, so that students can recognize mistakes they made and improve themselves before the final learning assessment. (Oktavia et al., 2023).

Assessment at the PAUD level does not yet have clear rubrics and indicators and is very subjective, so teachers only record evaluations based on the actual situation without sufficient guidance or clear indicators, making it less than optimal. This is because PAUD does not yet have standardized assessments, leading teachers to think that PAUD assessments are only based on what happens in the field without following the predetermined indicators. Therefore, assessment at the PAUD level cannot yet be said to be running well. Assessments must also align with achievement goals, as well as clear rubrics and indicators.

Based on the results of observations and initial interviews conducted by the research on September 20, 2025, the implementation carried out by the researcher with one of the class teachers named Mrs. Ismaniar at RA Al-Barakah stated that the administrative tools of each teacher at this school are complete, ranging from the curriculum syllabus, annual program (PROTA), semester program (PROSEM), weekly lesson plan (RPPM), daily lesson plan (RPPH), learning media, worksheets, and assessments. Although the

administrative tools at the school are complete, they are not updated every year and still use the previous years' tools without any updates. Furthermore, the assessments created by the teachers have not all been recorded on the child development achievement scale based on indicators from Basic Competencies (KD) according to KMA No. 792 of 2018.

Based on field facts, this study aims to analyze the use of formative assessment as a tool to evaluate early childhood development and learning at ra al-barakah. Unlike previous research conducted by yohana et al. (2023) at Sekolah Penggerak TK Khalifah in Jambi City, Sekolah Penggerak TK Khalifah has implemented learning assessments or evaluations under the Merdeka Curriculum, including conducting initial diagnostic assessments, performing and processing cognitive and non-cognitive assessments, and reporting learning outcomes to parents. The previous study used cognitive and non-cognitive assessments, while this study uses formative assessments(Budiman et al., 2023).

Berdasarkan hal tersebut, penelitian ini bertujuan agar dengan adanya asesmen formatif, diharapkan guru dapat memberikan lebih banyak umpan balik dan melibatkan semua anak dalam proses pembelajaran sesuai dengan RPP yang dirancang untuk mencapai kompetensi perkembangan anak.

RESEARCH METHOD

This type of research uses a qualitative descriptive method, which means this research describes the situation of an object. According to Eny (2024), qualitative research is research that produces information and knowledge about descriptive information in the form of written and oral information(Eny Junyanti, 2024). Data dikumpulkan menggunakan wawancara sebagai data primer dan dokumentasi sebagai data sekunder. Dalam penelitian ini, peneliti melakukan wawancara secara acak tanpa struktur yang ketat. Informan dalam penelitian ini adalah tiga guru dari RA Al-Barakah. Metode analisis data yang digunakan meliputi pengurangan data, penyajian data, dan validasi data. Untuk memastikan keakuratan data, penelitian ini menggunakan triangulasi teknik, triangulasi sumber, dan triangulasi metode.

RESULT AND DISCUSSION
Result

According to field findings, formative assessment or feedback is conducted at the beginning of learning, during learning, and at the end of learning. Formative assessment is part of how teachers and students interact during classroom learning. The challenging factors faced by teachers in

implementing formative assessment in the teaching and learning process During learning activities, teachers often encounter various challenges in the classroom. One common problem is the presence of students who seek attention and other students who like to disturb their friends, causing teachers to forget to conduct assessments in class and to not record what happens within it. Various obstacles faced by teachers cause them to experience a shortage of time when filling out assessments in class. As a result, many teachers are forced to conduct assessments at home. During the learning process, teachers face difficulties in monitoring all students. Sometimes, teachers are too busy with other matters or only pay attention to a few children, thus paying less attention to each child's development during learning.

In conveying information to students based on the findings obtained, teachers provide feedback in various ways; some are general, some develop a specific theme, and some are comprehensive. The important thing for teachers to pay attention to in providing follow-up is observing the success of the learning outcomes that have been achieved. Based on field observations, what becomes the teacher's focus in providing follow-up at RA Al-Barakah is through questions and the delivery of additional material. However, in reality, what needs to be considered in providing follow-up is by looking at students' understanding of the lessons given, whether it aligns with the basic competencies of the learning objectives stated in the RPP prepared by the teacher or not. If in the teaching and learning process the criteria have not been met or the overall desired level of success has not been achieved, then the educator must provide follow-up to the students, such as giving feedback to the students or repeating the learning material that has been provided as feedback to the students.

Discussion

Formative assessment is a type of assessment aimed at providing information or feedback to educators and students to improve the teaching and learning process. The purpose of formative assessment is to recognize students' skills at the beginning of learning and to understand their learning needs. Based on the results of the conducted interviews, it was found that teachers still do not fully understand the concept of formative assessment in the context of Early Childhood Education.

This is evident from the way educators explain that formative assessment is a daily evaluation conducted weekly and monthly to understand children's progress. Educators also state that formative assessment aims to determine whether children's progress improves from the time they first enter school until completion. From the explanations provided by the teachers, this is one of the

steps taken in carrying out summative assessment. In practice, formative assessment is carried out alongside the teaching and learning process and is directly evaluated. This is supported by the statement of Suibeihi & Sriyanto (2021) that it is used to determine the quality of teaching methods during the learning process as a means to develop and support students' metacognitive skills and can be utilized by educators to improve teaching methods and provide feedback to students(Nurlitasari & Hamami, 2023) . dan pernyataan Evy (2024) Asesmen formatif bertujuan untuk memberikan umpan balik kepada guru dan peserta didik mengenai proses pembelajaran (Ramadina, 2024).

Based on field research on how teachers assess students' understanding of the material and their abilities, it was found that they use questions as a method. This aligns with Amrazi's (2022) statement that formative assessment aims to monitor and improve the learning process as well as evaluate the achievement of learning objectives(Zakso, 2023).

Angelo and Cross (1993) explain that with formative assessment, students receive feedback from teachers regarding the extent to which they understand the material. From this theory, it can be concluded that feedback from teachers is very important so that students can understand the lessons well. The types of assessments used at RA Al-Barakah to collect and manage assessment data are anecdotal records, work samples, and checklist assessments. In its implementation, the role of teachers who are patient, creative, and dynamic in their knowledge development is required. Thus, when receiving evaluation results, teachers can choose the appropriate methods and approaches in teaching. Therefore, teachers play an important role in learning, as stated in Law Number 14 of 2005 concerning Teachers and Lecturers, Article 1, states that a teacher is a professional educator whose main duties are to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, basic education, and secondary education(Oupen & Yudana, 2020).

CONCLUSION

Based on the results of research conducted at Al-Barakah, formative assessment is used as a way for teachers and students to interact during classroom learning. Formative assessment or feedback is conducted at the beginning of learning, during learning, and at the end of learning. The results of assessments in early childhood education are useful as a support for students, to measure their development and to see whether they face any obstacles in the

learning process. Based on the research results above, the researcher offers the following suggestions:

For Schools The school is expected to continuously improve teachers' competencies in order to enhance teachers' knowledge and insight regarding assessment. The school can implement solutions in several ways, such as organizing training among the school's teachers or conducting discussions between class teachers and teachers from other schools in Jambi City to share knowledge about assessment. For Teachers Teachers at RA Al-Barakah are expected to further develop their competencies in implementing assessments that align with the level of basic competence achievement according to the lesson plans (RPP) that have been prepared. This enables teachers to conduct formative assessments effectively in accordance with the basic competencies to be achieved as outlined in the competencies specified in the RPP prepared by the teachers. For Researchers It is expected that this study will provide a reference for future research, especially for researchers who will study the use of formative assessment as an evaluation tool and the development of early childhood.

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