

THE EVALUATION OF WRITTEN TESTS AT NURUSSYIFA ISLAMIC KINDERGARTEN TO SUPPORT *MERDEKA* CURRICULUM

Deriana Febrianti¹, Mustika Qoiriyah Rahayu², Riski Mustikasari³

¹²³STKIP PGRI Ponorogo

¹febriantideriana58@gmail.com, ²mustikarahayu221@gmail.com,

³mustikasari rizki@gmail.com

Abstract

Early childhood is the nation's next generation whose development and growth we must maximize. During this golden age, children receive stimulation from the environment at home, at school and in the community. At school, teachers provide stimulation to children through learning activities according to the kurikulum merdeka. In the pre-school period, children are also introduced to basic writing activities. Indicators of beginning writing are, the child can hold a writing instrument well and correctly, is able to move his hand well, the child can imitate letter shapes, the child can recognize letter shapes. Writing test activities in kindergarten are implemented with very simple activities such as bolding letters, making dashes, making shapes and many more. This research was conducted to evaluate written test activities at TKIT Nurussyifa Kreet Jambon Ponorogo. The data sources in this research are the principal, group A teachers, and group A1 students at TKIT Nurussyifa. The method used in this research is a qualitative research method, using a field case study approach. The techniques used in collecting data are observation, interviews and documentation. From the research results, the written test activities carried out at TKIT Nurussyifa have gone well, and are not burdensome for therapy children, showing positive results and are effective in training children's motor skills in beginning writing.

Keywords: Evaluation; Written Tests; *Merdeka* Curriculum

INTRODUCTION

Law no. 20 of 2003 concerning the National Education System article 1 paragraph 1 states that education is a conscious, planned effort to create a learning atmosphere and learning process so that students are actively able to develop their potential to have religious spiritual strength, self-control, intelligence, personality, noble character, as well as the skills needed by him in society, nation and state. The goals of education can be seen from three perspectives, namely ethical, intellectual and spiritual (Arkam & Mustikasari, 2021:1).

Education in early childhood is carried out by providing learning activities refers to the characteristics of early childhood by considering aspects of learning principles and the abilities that children have in learning so that the expected learning goals can be achieved Hanum, R. (2017). Early childhood evaluation is the activity of measuring and assessing children's learning processes and outcomes based on developmental aspects, including aspects of religious and moral values, language, cognitive, physical, motoric, emotional, social and artistic aspects. In the independent curriculum, these

aspects are summarized into 3 aspects, namely religious values and character, identity, and basic literacy and STEAM (Veny Iswantinegtyas, 2018). The assessment is systematic, measurable, continuous and comprehensive, covering the growth and development achieved by the child within a certain period of time (Munika Sari Akhsanti, 2019).

This year, Indonesian education minister Nadiem Anwar Makariem has established a new curriculum, namely the independent curriculum. In the implementation of the independent curriculum, 4 types of assessments are implemented to measure the extent of students' understanding and whether the learning objectives have been achieved or not (Anwar, A., Sukino, S., & Erwin, E. 2022). The four assessments are performance, project, portfolio and written assessments. In this journal, the author will discuss specifically written assessment in preschool.

Written assessment itself is a form of assessment/assessment carried out by giving students a written question and answer test (Sum, TA, & Ratna, AW2023). The implementation of written assessments at the preschool level does not take the form of written tests in the form of multiple choices or essays as at higher levels. Because rationally, one of the foundational abilities that needs to be built in preschool is a positive learning attitude so that children like learning activities. So, assessment techniques that can cause stress in children need to be avoided because their thinking abilities have not yet reached that stage. Therefore, in its application in preschool institutions, when answering questions, students do not always give answers in the form of written answers, but can also receive answers in other forms such as assessing, coloring, drawing, etc. The Islamic Preschool Nurussyifa institution has currently implemented independent curriculum-based learning, including written authentic assessments.

Based on the results of observations made at Islamic Preschool Nurussyifa, Krebet Jambon, the implementation of written evaluations has been carried out by teachers, according to government recommendations. The activities carried out by the teacher are by giving written tests in the form of worksheets such as bolding letters, arranging several letters into words, filling in blank letters, and so on. The evaluation carried out is adjusted to the child's abilities and the facilities and infrastructure available at the institution. So far, written evaluations have been implemented quite effectively at the Islamic Preschool Nurussyifa institution. The proof is that children are enthusiastic when given these activities. This kind of written test can also develop children's fine motor skills and train their cognitive abilities.

METHOD

This article was written based on the results of research conducted at Islamic Preschool Nurussyifa. The type of research carried out by researchers is qualitative research with a field case study approach. The object of study is the evaluation of the

implementation of written tests in the implementation of the independent curriculum in class A1 Islamic Preschool Nurussyifa, Kreet, Jambon.

The data in this research comes from Mrs. Saudah as a class A1 teacher who has dedicated herself to educating and teaching early childhood for 10 years. As well as Mrs. Ayu Herdiana, as the principal who has also taught at Islamic Preschool Nurussyifa for 10 years. In class A1 itself there are 12 children consisting of 6 boys and 6 girls. Data was taken using an interview instrument with the source. The descriptive data obtained is in the form of files of institutional assessment results/evidence, LKA and behavior that can be observed by researchers. The data obtained was then analyzed using qualitative data analysis techniques.

FINDINGS AND DISCUSSION

Development Result

Based on the observations that have been made, the following results were obtained, written test activities at Islamic Preschool Nurussyifa have gone well, the TKIT Nurussyifa institution uses written tests with simple writing activities for children in group A1, the steps used by the institution in written tests to develop simple writing skills and children's fine motor skills. As well as to develop early childhood reading and writing skills.

Evaluation of the written test at Islamic Preschool Nurussyifa is carried out through several stages and thorough initial preparation. What institutions need to pay attention to before carrying out a written evaluation is to prepare tools and materials such as LKA, pencils, etc. Apart from that, it is also necessary to pay attention to the child's readiness in the written test activity. The principal of Islamic Preschool Nurussyifa, Mrs. Ayu, said that in fact, in the written assessment itself, kindergarten institutions do not recommend activities that are burdensome for children. Therefore, all activities are designed based on the principle of learning while playing. Written test activities at the Islamic Preschool Nurussyifa institution are implemented using children's worksheets which are simpler and also attract children's attention.

In its implementation at the institution, this written test is not carried out every day. This is done with the consideration that the child does not. Second, to evaluate the success of the written test with the activity of bolding letters and which was carried out at the Islamic Preschool Nurussyifa institution, Kreet Jambon, the researcher conducted an interview with the class teacher of group A1, Mrs. Saudah. The following results were obtained: the written test activity began with the teacher preparing a learning instrument in the form of an A-Z letter worksheet using dotted lines, then the children were invited to bold each letter according to the lines, after completion the children were asked to say what letters were in on this worksheet, and with teacher guidance, children are invited to name any objects that start with the letter A-Z.

Based on the research conducted, Sinta is already good at writing letters, as seen from her hand movements that are smooth and without hesitation and neat results when asked to name letters, she is also fluent and can name any object that starts with the letter A-Z. Meanwhile, Kia's daughter still looks hesitant and careful when holding the letters, but the results are neat when asked to name the letters, she is able to recognize the letters A-Z fluently.

Aspects that can be developed in this activity include the child's fine motor skills as evidenced by the child's hands actively moving along the lines of the letters. Apart from that, children's initial reading and writing abilities can also be well stimulated. Third, according to Mrs. Saudah as the class teacher, written evaluation at Islamic Preschool Nurussyifa is also carried out with other activities such as matching pictures, copying sentences, and arranging letters into words. Of course, all of these activities have useful benefits for children's development, both in cognitive and other aspects.

Meanwhile, the assessment aspect carried out by the teacher can be seen from the results of the children's work/ LKA as well as the process during which they determine whether the children are focused or whether many are still distracted by other things. Accuracy in pronouncing letters and mentioning objects is also aspects assessment by teacher.

Discussion

The Islamic Preschool Nurussyifa institution has implemented an independent curriculum in the 2023 academic year, including authentic assessment which cannot be separated from its implementation. Authentic written assessment is a form of assessment/assessment carried out by giving written questions and answers to students (Sum, TA, & Ratna, AW 2023). In implementation at this institution, a simpler tests according to the abilities of early childhood. After further study, this evaluation was deemed effective in implementation at this institution. This is proven by the increase in fine motor skills, cognitive skills, early reading and writing in children. As many as 11 out of 12 children developed their abilities thanks to this written test.

After careful study of the written test carried out at the Islamic Preschool Nurussyifa institution, this activity is very appropriate to be used as a means of developing children's cognitive literacy and stimulating fine motor skills in early childhood. Writing ability or skill is the skill to express something that is in the mind through writing. Based on Puspita, Y. (2022) states that writing skills are an activity in imitating or depicting symbols that will describe something in language that a person understands. The aim of teaching writing skills or abilities to students is to fulfill the writing criteria or requirements, namely by using various types of letters that are clear and precise based on existing rules. Based on the opinion expressed by Agustini, A., & Fadliansyah, F. (2023). The writing lesson involves 3 (three) things, namely: writing

by hand or initial writing; spell; and expressive writing. The writing ability that will be discussed in depth in this research is the ability to start writing or write by hand using bold letters with dotted lines. The ability to start writing or writing by hand has been taught since the beginning of school, because this ability is a prerequisite for learning the various fields of study that will be studied. Paba, E., Noge, MD, & Wau, MP (2021) revealed several factors that influence children's ability to write, namely: motor skills; behavior; perception; memory; ability to carry out cross capital; dominant hand use and ability to understand instructions.

CONCLUSION

Based on the results of observations made at Islamic Preschool Nurussyifa, Krebet Jambon, the implementation of written evaluations has been carried out by teachers, according to government recommendations. The activities carried out by the teacher are by giving written tests in the form of worksheets such as bolding letters, arranging several letters into words, filling in blank letters, and so on. The evaluation carried out is adjusted to the child's abilities and the facilities and infrastructure available at the institution. So far, written evaluations have been implemented quite effectively at the Islamic Preschool Nurussyifa institution. The object of study is the evaluation of written implementation in the implementation of the independent curriculum in class A1 Islamic Preschool Nurussyifa, Krebet, Jambon. The data in this research comes from Mrs. Saudah as a class A1 teacher who has devoted herself to educating and teaching early childhood for 10 years. The descriptive data obtained is in the form of files of institutional assessment results/evidence, LKA and behavior that can be observed by researchers.

Evaluation of the written test at Islamic Preschool Nurussyifa is carried out through several stages and thorough initial preparation. The principal of Islamic Preschool Nurussyifa, Mrs. Ayu, said that in fact, in the written assessment itself, kindergarten institutions do not recommend activities that are burdensome for children. Written test activities at the Islamic Preschool Nurussyifa institution are implemented using children's worksheets which are simpler and also attract children's attention. In its implementation at the institution, this written test is not carried out every day. This is done with the consideration that the child does not get bored and that other aspects of the child's development can still be stimulated well.

Evaluating the success of the written test with the activity of bolding the letters and which was carried out at the TKIT Nurussyifa institution, Krebet Jambon, the researcher conducted an interview with the class teacher of group A1, Mrs. Saudah. The following results were obtained: the written test activity began with the teacher preparing a learning instrument in the form of an A-Z letter worksheet using dotted lines, then the children were invited to bold each letter according to the lines, after completion the children were asked to say what letters were in it. on this worksheet,

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