

THE IMPLEMENTATION OF DYNAMIC ASSESMENT STRATEGIES BASED ON THE MORAL AND RELIGIOUS VALUES TOWARD THE EARLY CHILDHOOD (CASE STUDY IN PAUD INTEGRATED ISLAM BAITUL MAKMUR IN INDONESIA)

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Abstract: This study uses qualitative methods of observation, interviews, and documentation studies. This problem is motivated by a child who experiences delays in the development of religious and moral values. The purpose of this study is to describe how teachers implement dynamic assessment strategies based on moral values in children aged 4-5 years. Then the data were analyzed using Miles & Huberman analysis. The results show that the form of research used by the teacher concerned for children with the initials BC is a form of observation checklist assessment, portfolio worksheets, anecdotes. Various ways and activities applied by teachers in providing stimulus to children with the initials BC. Children with the initials BC have experienced the development of moral religious values, and the level of development of children is at the stage of developing (MB).

Keywords: Dynamic assessment, development, moral religious values

INTRODUCTION

The process of early childhood education is very different from other educational processes in Indonesia. Early childhood education is a level of education before basic education, and one of the coaching efforts aimed at children from birth until the age of six years. The process is carried out by providing educational stimuli to help the growth and development of physical and spiritual early childhood.¹ The educational process will certainly not be separated from the teaching and learning process or the learning process in the classroom and outside the classroom. The learning process is a process of

¹ Maimunah Hasan, *Pendidikan Anak Usia Dini* (Yogyakarta: Divapress, 2013), 15.

interaction between the teacher and students. The process of the stages of development and growth of children in early childhood education institutions, always related to the teacher or educator in providing stimulus for the growth and development of their students.

Early childhood is a different individual, unique, and has its own characteristics according to the stage of age. Early childhood (0-6 years) is a golden period of stimulation of all aspects of development which plays an important role for the task of further development. It is important to realize that the early days of a child's life are the most important times in a child's life span. At this time brain growth is experiencing very rapid development.²

The process of providing a stimulus to the development and growth of children is very important. Because this process has a dynamic nature and will not be repeated if it is missed at the stage. Education is part of a child's component in socializing, and interacting with others. The education that children get is not only in the family environment, but children can get education in the community and school environment. School or madrasa is part of one place for children to develop their children's talents and creativity. The concept of Ki Hajar Dewantara's education explains three components in children's education. This component is called Tri Pusat Pendidikan, the concept of education to realize the achievement of educational goals, namely: 1) Family education; 2) School education; and 3) community education.³ The author can conclude that the development and growth stimulus in early childhood can be done by three components.

Early childhood education has specificities, namely learning while playing, learning that is implemented is centered on children, so the assessment carried out must have its own specificity. Because every child is unique, has the ability in accordance with their respective stages. Teachers need to be careful and thorough in providing an assessment of the process of development and growth of children. Because by doing an assessment of children, it will determine what steps we must take for further learning.

Aspects of development in the State of Indonesia consists of six aspects, namely aspects of the development of moral and religious values, cognitive development, language development, social emotional development,

² Holis, Ade " Peranan Keluarga/ Orang Tua Dan Sekolah Dalam Mengembangkan Kreativitas Anak Usia Dini ". *Jurnal Pendidikan Uniga*, Volume I. Number 1.. 2007, 23.

³ Henricus Suparlan "Filsafat Pendidikan Ki Hadjar Dewantara Dan Sumbangannya Bagi Pendidikan Indonesia", *Jurnal Filsafat*. Volume 25. Number 1. 2015 , 57

psychomotor development, and artistic development. The assessment system in the State of Indonesia relating to early childhood education focuses on six developments. Comparison with other countries about early childhood development which consists of four aspects, while in Indonesia consists of six aspects. What distinguishes it from the development of religious moral values and the development of art.

The educational process is always associated with a system of evaluation (evaluation) of the results of teaching and learning or the learning process of children. The assessment includes various steps, namely collecting data on children's development and learning, determining the importance of the program in considering program objectives, incorporating information into plans for individuals and programs, as well as relating in presenting findings to the child's family and other relevant parties. Integrated children's progress assessment curriculum and teaching.

Assessment is a process of collecting data or information (including processing and documenting) systematically about an attribute, person or object in terms of quantitative data or qualitative data. It discusses the amount, condition, ability, or progress of an attribute, object or person / individual that is valued without reference to a decision on value.⁴

Assessment or better known as assessment is a learning evaluation activity. Assessment is carried out to obtain information about student achievement during teaching and learning activities. Dynamic assessment or dynamic assessment is an alternative form of assessment that can be tied to other forms of assessment. Related to this type of assessment, children are directly involved in the learning process by using learning that is mediated by experience.⁵

Dynamic assessment is a type of interactive assessment used in education and the profession of assistant. Dynamic assessment is also a product of research conducted by development psychologist Lev Vygotsky as a modlait Dynamic assessment is also a product of research conducted by development psychologist Lev Vygotsky As an alternative assessment modality, this seeks to identify the skills a child has and the potential for learning in training new skills.⁶ Mediated learning experiences can be described as interactions that occur between the assessor and a child. The assessor mediates the environment to the child through proper framing, choosing focus, and feeding. The teacher provides direct

⁴ A. Muri, Y, *Asesmen Dan Evaluasi Pendidikan: Pilar Penyedia Informasi Dan Kegiatan Pengendalian Mutu Pendidikan* (Jakarta: Kencana, 2015), 14.

⁵ Gullo, D. F, *Understanding Assessment and Evaluation in Early Childhood Education*, (Teachers College Press, 2005).

⁶ Lidz, C. S. *Early Childhood Assessment*. Canada: John Wiley & Sons Inc. 2003.

experiences for children to be stored in the memory of their brains. Moreover, it can provide consistent and systematic routines for children. Of course the learning process arranged is related to the 2013 PAUD curriculum. While the actual curriculum activities consist of assessment tasks that are presented to children. Dynamic assessment is a procedure designed by Reuven Feurstein (1979-1980) and based on the theoretical foundation of Vygotsky's work.

The aspects of evaluating the development of children's moral and religious values in the 2013 PAUD curriculum are as follows:

Age	Indicators of Assessment Moral Religious Values	Rating Score			
		BB	MB	BSH	BSB
3-4 Years	The child is able to understand the notions of opposite behavior, even though the child is not always done. Like good-bad behavior, and manners		√		
	Children are able to help their friends who are struggling		√		
	Children are able to share with others		√		
4-5 Years	Children are able to know God through their religion		√		
	Children are able to imitate worship movements		√		
	Children are able to say prayers before / after doing something		√		
	Children are able to recognize good / polite and bad behavior		√		
	Children are able to get used to behaving well to others		√		
	Children are able to say their greetings and return greetings		√		

Source: Standards for Achieving Child Development (2013)

Information

BB: Not yet Developed

MB: Starting to Grow

BSH: Develops as Expected

BSB: Very Good Developing

There are four techniques for dynamic assessment of children, one of which is, first, portfolio techniques consisting of examples of children's work, children's assessment results based on instruments that have been prepared, photos of activities and several other supporters of the results of children's assessment (Suyadi & Dahlia, p. 139). Portfolio assessment according to MC. Millan process carried out is able to accommodate the assessment of learning attitudes and skills and is able to measure student learning processes.

Students are given the opportunity to analyze and criticize their own work and the work of other students. In addition, in the assessment process carried out in the learning process there are three domains, namely: 1) The realm of knowledge; 2) The realm of attitude; 3) The realm of skill. Based on the explanation above, the writer connects with the learning process in early childhood education. The process of implementing these three domains is very influential in early childhood education. There was also an assessment of the three domains. Of course if applied in the assessment of early childhood education will produce a data that is part of the portfolio assessment for early childhood.

Content related to portfolio assessment, which is related to information included in the portfolio as documentation of behavior change in children, must be collected from various sources, through various methods, and from various points of time. Although there are many types of items that can be chosen to be included in a child's portfolio, these items must reflect the work that children do spontaneously as part of the curriculum.

Humans are religious creatures, Religion as a vertical backrest of humans, humans who do not use their minds in a very important task that is choosing religion as a guide of life for God. Religion is a belief that should be a solid belief in human beings. There are 2 theories that reveal the emergence of religion in children, namely: 1) Sense of dependence, that is, humans are born into this world has four needs. Such as the desire for protection, the desire for new experiences, the desire to get responses, the desire to be known.

Based on the reality and cooperation of the four desires, the baby from birth lives in dependency. Through the experiences that he receives from the environment, religious formation in the child is formed; 2) Religious instincts, such as babies born with religious instincts. But religious behavior in infants has not been seen perfectly. Because cognitive functions and emotions that exist in infants have not been aggressively. So that there is a need for stimulus and steps

from parents.⁷ Observation technique applied by early childhood education institutions, this technique is a way of collecting data to obtain information through direct observation of children's attitudes and behavior. Observation can be done by observing various behaviors or changes that occur in children by showing various behaviors in a certain period of time. So that observation can be directed by the way the teacher must use observation instruments with reference to the standard indicators of child development achievement (STTPA).

Anecdotal note technique has several forms, namely evaluative form, question form which explains the teacher's assessment based on good and bad, desirable and undesirable, accepted and not accepted, interpretive form, in the form of interpretation of behavior that has been observed by the supported teacher by the factors he observed, the form of general description, in the form of notes and general statements about the behavior of students in certain situations, the form of special descriptions, in the form of notes and special statements about the behavior of students in certain situations.⁸ Anecdotal notes are records of students' attitudes and behavior in special situations and events that occur outside the learner's habits, both events that are supportive of their development and that need special attention.⁹ In addition, other theoretical explanations "Teachers must to prepare, the result shows different learning goals, related to communication and organization, curriculum and instruction, innovation, responsibilities, and themselves as professional. Teachers are expected to develop professionally throughout their careers, due to constant changes in teachers everyday contexts and changing policies and innovations in the field of education."¹⁰

The purpose of the above opinion is "Teachers must be prepared, the results show different learning objectives, related to communication and organization, curriculum and teaching, innovation, responsibility, and themselves as professionals. Teachers are expected to develop professionally throughout their careers, due to constant changes in the context of the teacher every day and changes in policy and innovation in the field of education ".

⁷ Wiyani, Novan Ardhi, . *Psikologi Perkembangan Anak Usia Dini* (Yogyakarta: Gava Media, 2014), 176.

⁸ Mulyasa, Manajemen PAUD, (Bandung: PT Remaja Rosdakarya, 2017), 200.

⁹ Dahlia dan Suyadi, *Implementasi Dan Inovasi Kurikulum Paud 2013* (Bandung: Remaja Rosdakarya, 2015)

¹⁰ Louws, Monica. Et al. 2017. Teachers' Professional Learning Goals in Relation to Teaching Experience. *European Journal of Teacher Education*. Vol. 40, No. 4, 487.

The optimal role of the teacher in the teaching and learning process, especially in terms of opening early classes. Teachers must be creative in using strategies, models, media and others in terms of the learning process. Thus, teachers can develop learning models for early grades, especially within the scope of early childhood education. Through the learning process, the teacher can provide an assessment or assessment for the students. Certainly in accordance with the development and growth of students, as well as applying the right strategic techniques for students.

RESEARCH METHOD

This research uses descriptive qualitative research method based on case studies. This assessment technique uses observation, interviews, and documentation studies. In the observation technique the researcher looked at the activities of the learning process from beginning to end by using a checklist. The research interview technique uses unstructured interview guidelines for the teacher concerned and the principal. While the researchers documented the process of practicing ablution and Dhuha prayer. The data that has been collected, then analyzed with an interactive model through the stages of reduction, presentation and inference of the Miles and Huberman model data.

FIND AND DISCUSSION

The discussion and explanation in this study focuses on the aspects of the development of moral religious values of early childhood aged 4-5 years in the Integrated Islamic Early Childhood Baitul Makmur Banjarmasin. At this stage the child carries out activities related to moral religious values. The stimulus activities implemented by the teacher for students are reading daily prayers, saying greetings, saying kind words, sharing with friends, practicing ablution, and performing Dhuha prayers.

The results of observations in pre-research in the Integrated Islamic PAUD Baitul Makmur Banjarmasin, there are children who are BC initials who tend to be slow in participating in learning activities. The learning process activities are related to the practice of wudu then Dhuha prayer in congregation. Initially the child initials BC is in the underdeveloped stage. Because they have not been able to follow the process of practicing ablution and prayer of Dhuha. Thus, the teacher provides a stimulus by applying other methods so that children are interested in participating in the learning activities.

The process of evaluating the development of moral religious values for children is carried out by the teacher with a dynamic assessment stage. Of course

it is also associated with the assessment process at the institution. Thus, teachers find it easier to identify and identify by implementing assessment strategies for the development of moral religious values in early childhood. Of course the teacher also applies methods and media that are creative and unique, so that the child is enthusiastic in following the learning process.

This research certainly has its own purpose, namely in understanding the application of teachers in the dynamic assessment process based on the development of moral religious values in children aged 4-5 years. The problem is that a child with the initials BC experiences a delay in the development process of his religious moral values. Based on the results of the pre-interview with the class teacher, children are able to participate in activities that stimulate the development of religious moral values gradually.

Early childhood has different characteristics in each stage. Learning as a form of treatment given to children, must pay attention to differences in the characteristics of each stage of its development. If it is not based on these characteristics, then the child will only be the object of the sufferer. For early childhood education institutions, teachers are the key to children's success. Because, the teacher is a substitute for parents at home. According to the stage of development, all the "appearance" of the teacher will be perceived and assessed by the child, and may be "adopted" by the child. The teacher's character, professionalism, ways of acting including ways of speaking and behaving will be part of the figure the child imitates and follows.

Anecdotal note techniques applied by teachers in Baitul Makmur Integrated Islamic PAUD by observing the behavior and stages of the students' development stages. The teacher records spontaneous events that were carried out by students. Positive or negative activities related to student development. Results from anecdotal notes will be collected in a report. So that it can be an assessment result for students. Besides being an evaluation tool for teachers during the learning process or learning process.

The results of interviews with classroom teachers, that children with the initials BC are indeed slow in the process of developmental stages. Teachers need special and extra ways to provide stimulus for the child. Activities provided to children with the initials BC require unique media or teaching aids to attract the attention and enthusiasm of children. Such as ablution practice activities, using interesting media, as well as unique songs, so that children are enthusiastic in participating in the ablution practice activities.

Analysis of Results of Portfolio Technique for the Development of Children's Religious and Moral Values

Age	Indicators of Assessment Moral Religious Values	Rating Score			
		BB	MB	BSH	BSB
4-5 Years	Children are able to know God through their religion, such as reading Asma'ul Husna		√		
	Children are able to imitate the movement of the Dhuha prayer from intention to greetings		√		
	Children are able to say prayers before / after doing something		√		
	Children are able to recognize good / polite and bad behavior		√		
	Children are able to get used to behaving well to others		√		
	Children are able to say their greetings and return greetings		√		
	Children are able to follow the stages of the ablution movement		√		

Information

- BB** : Not yet Developed
MB : Starting to Grow
BSH : Develops as Expected
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Based on the above table, that on the indicator of knowing the names of Allah such as Asmaul Husna, reading daily prayers, practicing the procedure of ablution, praying Dhuha, and getting used to behave well with others for BC children is still at the stage of developing. This is because when doing these activities, children still need help, direction, and guidance from the teacher in completing the activities given to students.

CONCLUSION

Based on the explanation above, it can be concluded that the assessment form used by the assessment teacher is dynamic based. Because dynamic-based

assessment can be applied by the teacher along with the stages of student development. Assessment related to children with the initials BC is a form of observation checklist and portfolio worksheets. Children with the initials BC have gradually developed religious and moral values, and need the help of teachers by applying unique and creative media. Especially in the practice of ablution and duha prayer in congregation. So that the level of development of children is at the stage of developing (MB).

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