

ASSESSMENT INSTRUMENTS ANECDOTAL NOTES AS AN EFFORT TO OBTAIN INFORMATION ON EARLY CHILDHOOD DEVELOPMENT

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Abstract: This qualitative descriptive research focuses on the assessment of learning in early childhood education using the Merdeka Curriculum, specifically employing the observation method and anecdotal note instruments. The study takes place at KB PAUD Bunga Mawar, located in Pulau Untung Java, Kepulauan Seribu, with a maritime education context in mind. The aim is to enhance teachers' understanding of learning assessment practices, enabling them to effectively determine students' characteristics, interests, potential, and development. By utilizing an authentic assessment approach, teachers can gather accurate data based on students' active engagement in play-based learning activities. The research employs literature review and observation methods, collecting data from various sources and conducting a critical and in-depth analysis. The KB PAUD Bunga Mawar has developed a curriculum aligned with the Merdeka Curriculum and designed a safe and enjoyable learning environment, considering the maritime context. Teachers at the institution demonstrate proficiency in conducting observational assessments using anecdotal note instruments, aligning learning activities with the specific characteristics of the maritime area. Ultimately, this research contributes to strengthening teachers' ability to assess learning effectively in the context of the Merdeka Curriculum and maritime education.

Keywords: independent curriculum, early childhood learning assessment, anecdotal notes

1. Introduction

Indonesia makes education a top priority. The importance of education for increasing human resources is stated in the 1945 Constitution article 31 paragraph 1, that "every Indonesian citizen has the right to education" and paragraph 3 explains that "The government seeks and organizes a national education system that increases faith and piety as well as noble character in the context of educating the life of the nation

which is governed by law". Therefore, the Ministry of Education and Culture has long programmed one village, one early childhood education (ECE) school. The policy regarding ECE school is contained in the National Education System No. 20 of 2003, article 1 paragraph 14 which states that early childhood education is intended for children from birth to 6 years. With the existence of good quality human resources from an early age, it will shape human quality in a sustainable manner, both in terms of health, economic and better quality of life welfare for future generations.

Giving stimulation from an early age will develop a child's personality spiritually, emotionally, cognitively, psychomotor, and interpersonal intelligence. According to Marimba, D. (in Ansharullah, 2011:54-55) defines "Education is conscious guidance by the educator on the physical and spiritual development of the educated towards the formation of the main personality". That is, in providing stimulation it is necessary to plan carefully including the purpose, activities, equipment and place so that the child's potential can develop optimally.

The Merdeka Curriculum provides flexibility for teachers to develop learning according to the characteristics and needs of students. The learning process and learning outcomes of students, a teacher has full authority to be as creative as possible so that the potential and development of early childhood can be achieved. In the Merdeka Curriculum, learning and assessment are one integrated unit and lead to the success of students in learning. That is, in planning learning, the learning assessment planning process is also carried out. Learning planning includes learning objectives, learning steps, and learning assessments arranged in the form of flexible, simple and contextual documents (Anggraena, et al., 2022: 3). Through learning assessments, teachers can find out the interests, talents and abilities of students, so that teachers can then make a map of students' needs in developing appropriate learning strategies and methods.

Assessment of learning in early childhood is carried out authentically. Authentic assessment in Merdeka curriculum is carried out based on actual facts and reality with a focus on the process. Authentic assessment is not based on the teacher's subjective data. Authentic assessment must be objective, so it must look at abilities and interests, the characteristics of each child and the results are individual. This authentic data is obtained when students are actively involved in playing activities while learning. Teachers observe and make learning assessments for children starting from coming to school until going home from school. Thus, in conducting an assessment a teacher needs sharpness in observing children's play-learning activities.

In ECE there are several learning assessment techniques, including observation, portfolios, anecdotal notes, performance and conversations. In this study, the focus will be on assessment using anecdotal notes as an instrument. Anecdotal notes have the aim of strengthening teachers' understanding of the development of each student. With short and clear notes a pattern or profile of students will be formed, so that it is easy for the teacher to conclude the characteristics, interests, potential and development of students, and can then be used as a follow-up materials for preparing lesson plans. This

research will be conducted at the KB PAUD Bunga Mawar (ECE school), Pulau Untung Java, Kepulauan Seribu which carries the context of maritime local wisdom.

2. Method

The writing of this article uses a qualitative descriptive approach with the method of observing the implementation of learning and observing learning assessments of students made by KB PAUD Bunga Mawar teachers, Pulau Untung Java, Kepulauan Seribu. In addition, the selection process and selecting relevant literature materials published in the last 10 years also support the writing of this article. Searching for information related to research topics is carried out through webinars, news and government documents which are then used as reference compilation material according to research studied (Connaway & Radford, 2017). The selected literature materials are critically reviewed to be used in the preparation of article writing. Furthermore, analysis and reflection of qualitative data from observations were carried out based on theoretical studies. At the end of the article, a conclusion is made regarding the assessment of learning in early childhood using the anecdotal note technique according to the context of the educational unit which is described in the form of a descriptive essay.

3. Literature Review

3.1. *Early Childhood Merdeka Curriculum (Kurikulum Merdeka ECE)*

The Merdeka Curriculum has the goal of making education units a safe, inclusive, and fun learning place for students. Inclusive aims for educational units to organize learning with an ecosystem that respects and accepts all the differences in students, both social, economic, religious, cultural, and ethnic differences. Making the education unit a child-friendly school.

In the Merdeka Curriculum, students learn pre-reading, pre-writing, and pre-counting, but with fun learning method of playing while learning. Preparing literacy and numeracy skills from an early age is the direction of ECE policy, whose development is adapted to the needs and context of everyday life so that it becomes meaningful (Purnawanto, 2022). As said by Carey and Dehaene (in Bezuidenhout, HS, 2020), that learning is basically a socially and culturally derived result; children learn because they interact with their world, so that the neural networks or brains of early childhood in the golden age period will develop optimally. Preschoolers' interactions with family members, teachers or other adults and siblings who can count, count, and read have a better chance of developing numeracy, reading and writing skills, while lacking opportunities to engage with numeracy and literacy as a whole, regularly can hamper the abilities of preschoolers and schoolchildren (Dillon et al. 2017). Other things that characterize the Merdeka Curriculum are 1) the integration of the Pancasila Student Profile concept as a mission that supports national education goals, 2) the change in learning hours from a minimum of 900 minutes/week to 1050 minutes/week in the curriculum structure, 3) Learning Outcomes have positions such as Core Competencies

and Basic Competencies (2013 Curriculum) and integrating attitudes, knowledge, and skills competencies holistically, 4) the achievement of Learning (Capaian Pembelajaran) is at the end of the ECE period (TK B aged 5-6 years), 5) there is the concept of the School Operational Curriculum and 6) the concept of integrated learning and assessment principles (Herarti, 2022).

Characteristics of the Pancasila Student Profile shows the existence of an Indonesian national identity "Pancasila" with the competence of Indonesian human resources according to the development of the 21st century, namely lifelong students who are competent, have character and behave according to Pancasila values. To achieve the Pancasila Student Profile for ECE students, therefore the Achievement of Learning (CP) at the end of ECE is determined as the foundation phase to support achievements in the next stage (Elementary School). There are six dimensions of the Pancasila Student Profile (BSKAP-Kemendikbudristek, 2022), namely 1) faith, fear of God Almighty, and noble character, 2) global diversity, 3) work together, 4) independent, 5) critical reasoning, and 6) creative. The Pancasila Student Profile is embodied in a balanced, related, mutually reinforcing, and optimal way as one unit, so as to form cognitive abilities, attitudes and skills according to the identity of the Indonesian nation.

In the structure of the ECE curriculum, there is a change in the minimum hours of learning, namely 1050 minutes/week. School is given the authority to set minimum study hours in a week. Early Childhood School can set it to 5 days/week with 210 minutes/day (3.5 hours/day) or to 6 days/week with 175 minutes/day (3 hours/day). Education units are allowed to add study hours as needed, because these are the minimum hours set in the curriculum structure. These study hours are included in carrying out the Pancasila Student Profile Project which can be arranged by the early childhood school.

The achievement of learning in ECE is an achievement of learning outcomes at the end of the Kindergarten B level (foundation phase), having three elements in ECE achievement of learning namely (1) Religious Values and Ethics Achievement of Learning, (2) Identity Achievement of Learning; (3) Basics of Literacy and STEAM Achievement of Learning. The three elements of ECE Achievement of Learning are taught in a holistic integrative, integrated, and mutually supportive/reinforcing manner. In an effort to achieve the learning outcome at the end of the ECE period, school needs to design a School Operational Curriculum (SOC) based on the vision and mission, characteristics, and culture of the school or the content of the local regional context planned by the school.

3.2. Early Childhood Education Learning Assessment

The learning paradigm in the Early Childhood Education Merdeka Curriculum adheres to the opinion of Ki Hajar Dewantara (2013) that: children are like paper that has been written on but is gloomy. This means that every child has the potential and nature of life, the task of educators is to guide the growth of children to be good and of good quality. Ki Hajar Dewantara's perspective on children and education is: (1)

children have the potential to learn and are natural learners, so educators need to support the growth of children with a good learning environment; (2) play is a child's world of learning, so it is necessary to facilitate children's play and stimulate all of the child's five senses; (3) learning themes based on children's interests and according to their cultural context; (4) the tri-center of Early Childhood Education, namely school, family and community, where the school is the central point of unity in forming a child's identity. In order for learning to be implemented, educators need to prepare a child-centered learning environment, pay attention to the background conditions of children's needs, a safe and comfortable learning environment, and play materials that challenge children's creativity, and involve the role of parents and society.

In an effort to achieve learning outcome, learning principles and assessment principles are not separated, but rather become one unit without having to distinguish between learning and assessment. Everything that is experienced by children in learning is information or documentation data in conducting learning assessments. Assessment is the process of collecting and processing information to measure student learning outcomes, namely the achievement of learning outcomes. Assessment is the interpretation of documentation data, either through observation or photo/video recording (Fraser & McLaughlin, 2016). When children play is a learning activity for early childhood with their own uniqueness. In the Merdeka Curriculum, authentic assessment is applied. In authentic assessment indirectly learning outcomes are raised by children without being planned by the teacher. With an authentic assessment of children's actual learning outcomes that are raised by the children themselves based on their abilities, needs and interests. Teachers only need to have the sharpness of observing, recording and capturing and matching which learning outcomes are raised by children. Thus, authentic assessments are always based on actual facts.

Palomba & Banta (in Ang, A., 2022) says that "The important thing is not defining the assessment, but how to use the assessment information". In recording learning assessment information, various instruments are needed. One is an anecdotal note. Anecdotal notes are a tool to help understand a child's personality or behavior by noting things that are specific to the development of a child's behavior (Bentzen, 2009). However, in addition to recording the peculiarities of behavior, it can also record other aspects of child development, because anecdotal notes provide information to observers in order to see children's actions, interactions and reactions to people and events.

The procedure for collecting observational data with anecdotal notes includes: (1) describing exactly what was seen and heard according to the facts, (2) describing the situation and context of the event (where, when, who, what and how), (3) reporting objective facts about actions and conversations of behavior and interactions, (4) record them in the past tense (Peterson & Elam, 2020: 55). After completing the anecdotal notes, the teacher then interprets the data. Look for patterns and interpret the data in terms of reflecting the child's typical behavior. Teacher can interpret what is a child's strengths (eg. skills or abilities mastered by children). Then make recommendations on what the child needs according to his development as a follow-up to learning and

assessment. An anecdote recording is a great tool that provides teachers with a collection of narratives that can be used to show a child's progress over time.

4. Results and Findings

KB Bunga Mawar PAUD (ECE school), Pulau Untung Java, Seribu Islands is part of the organizational structure of PKBM Negeri 37, Pulau Untung Jawa, Kepulauan Seribu, DKI Jakarta. The characteristics of the archipelago make socio-cultural life different from other areas in DKI Jakarta. The islanders come from the border between the Kepulauan Seribu and North Jakarta, and Tangerang (Tanjung Pasir Pier). The natives of Untung Java Island come from the residents of Tangerang-Banten and cultural acculturation occurs due to marriages between coastal, urban and island communities. The majority of the islanders in Untung Java is Muslim. The livelihood of the majority of the island is by utilizing natural resources which include various marine life and the natural beauty of the oceans. So that the majority of people's work is fishermen and processed fish traders. However, there are also government employees as teachers and management of the archipelago, as well private sector in the management of tourist attractions.

Pulau Untung Java has a natural charm that is extraordinarily beautiful, lovely and has a variety of tourist objects. As a tourist destination for the nearest archipelago, Pulau Untung Java is a tourist attraction for domestic and foreign tourists during holidays. The residents' settlements on the island of Untung Java are neat and clean. Daily transportation of residents using bicycles, motorcycles, and on foot. This makes the air in the environment of Pulau Untung Java pollution-free, clean and makes the health of the population rarely get sick.

With the existence of the KB PAUD Bunga Mawar (ECE school) in the Untung Java Islands, the school's operational curriculum is structured based on the maritime context. This is in accordance with the government's program to revive and optimize the functions of maritime traditions and community life, such as trade in fish products, creative industries and tourism. It is hoped that maritime power can grow in the Kepulauan Seribu and become a buffer for Indonesia as a maritime country and the foundation of the maritime economy.

The form of a maritime school ecosystem was created to support the habituation and culture of the maritime context, as well as a strategy to build the motivation of all school members in a maritime environment. Beers (in Wiedarti et al, 2016) defines the school ecosystem as the diversity of components found in the school environment, in the form of infrastructure at school. The school ecosystem created by KB PAUD Bunga Mawar (ECE school) includes murals on the walls of school buildings, maritime education banners, simple goldfish ponds in the schoolyard and pasting maritime attributes in each class .

Then, the KB PAUD Bunga Mawar (ECE School) Operational Curriculum was prepared by integrating maritime education content in the curriculum, learning-assessment and its implementation. Children from an early age are introduced to the

sea, marine potential and marine management in preparation for facing the challenges of Indonesian life in the future, so that children will love the sea and develop a maritime spirit in their children. KB PAUD Bunga Mawar (ECE School) in accordance with the Merdeka Curriculum policy develops curriculum and learning based on the needs of the child, the stage of physical and psychological development of the child and focuses on the context of resources and the characteristics of the surrounding environment, namely maritime education. Learning plans are prepared using the method of playing while learning to breathe maritime values and activities, so that they are fun, meaningful and optimize children's development and potential. This is in line with the vision of the KB PAUD Bunga Mawar (ECE School), namely the realization of students who are healthy, intelligent, cheerful, have noble and pious morals, and love the sea and its environment.

In assisting the implementation of learning with maritime education content, learning observations and assessments were carried out on one educator. The learning theme "Universe" and the sub-theme "Playing on the Beach" aims to introduce objects on the beach, the work of fishermen, and traditional games on the coast. Students accompanied by teachers and parents walk to the beach because it is very close to the school. The learning activities carried out included: observing fishermen tidying up their catch, collecting various shells on the beach, playing congklak in the sand, and playing clogs in pairs. The learning assessment instrument used is anecdotal notes with observation techniques, as follows.

Date: January 2023

Place: Amterdam Beach, Untung Java Island, Kepulauan Seribu

Name of Observer: Mrs. Aminah (Kindergarten aged 4-5 years)

Events (Fact data)

- Children share a place with friends so they can see the fisherman's father work.
- Rini : the fish is big

Bagus: the fish is moving.

Amir: what's wrong with the fish?

Budi: the fish is trapped in the net

- The fishermen took the fish out of the nets slowly



Data Interpretation

- Rini knows the size of the fish. Bagus knows if the fish caught in the nets is still alive. Amir doesn't understand what happened to the fish, while Budi

knows the fish was caught in fishing nets (Basics of literacy and STEAM achievement of learning)

- The children grow the character of living tolerantly, sharing a place to see the fisherman's father work (Religious and ethical values Achievement of Learning, and work together dimension of the Pancasila Student Profile)
- Bagus and Amir were able to keep themselves safe while standing on a wooden bench. Bagus held on while Amir stood paying attention to where he was standing. (Identity Achievement of Learning)
- Children are able to control their emotions (Identity Achievement of Learning)



Events (Fact data)

- The child shows the results of collecting shells from the beach.
- Irwan: there are a lot of clams, madame. Some are big and some are small.
- Irwan collects shells faster than his friends.

Data Interpretation

- Irwan knows the concept of many-little, large-small and can distinguish shells from other objects (stones) as Basic literacy and STEAM Achievement of Learning.
- Irwan is able to move fast, which means he can adjust his motor speed (Identity Achievement of Learning)
- Irwan is able to express his joy well (religious values and ethics Achievement of Learning and Independent dimension of the Pancasila Student Profile)



Events (Fact data)

- Children playing congklak with sand and stones.
- Sinta and Euis play together in harmony and take turns.

- Sinta and Euis were able to distribute the stones one by one at each congklak hole
- Sinta is able to sit squat for a long time
- Euis sat comfortably on the sand
- Sinta and Euis are already able to use their hand motors well
- "Your turn Euis" said Sinta

Data Interpretation

- Sinta and Euis enjoy playing congklak in harmony, playing according to their turns (religious and ethical values Achievement of Learning; and faith, fear of God Almighty, and noble character, and work together dimensions of the Students Pancasila Profile)
- Sinta is able to understand the rules of the game and is willing to tell her friends (Identity Achievement of Learning)
- Sinta has strong and good motor skills with physical movements of squatting for a long time and distributing stones into each sand pit. Whereas Euis is also able to distribute stones in the congklak hole, but chooses to sit comfortably on the sand, it is possible that Euis cannot sit squat too long. (Identity Achievement of Learning)
- Sinta and Euis recognize stones and sand as natural objects that can be used for playing. Sinta's literacy is more active than Euis's. (Basics of literacy and STEAM Achievement of Learning)

Events (Fact data)

- Children playing clogs in pairs.
- Amir and Budi are a pair and Akbar and Rini are a pair.
- Amir-Budi walked faster than Akbar-Rini
- The babbling of the children set the pace of their steps. Left and right said Amir and Budi. Meanwhile, Akbar and Rini are still confused about how to control their movements.



Data Interpretation

- Amir-Budi and Akbar-Rini are able to enjoy playing bakiak and are able to control their social emotions while playing (Identity Achievement of Learning). They are also able to play in harmony, mutual respect and tolerance (religious values and moral values, and dimension of Students Profele Pancasila).
- Children already know the meaning of "right and left" and "fast - slow". Children know clogs made of wood (The basics of literacy and STEAM Achievement of Learning)
- Amir, Budi, Akbar and Rini have good gross motor control and walk quickly, which means they are physically fit (Identity achievement of learning).

5. Conclusion

Teachers have been able to make observational assessments (learning assessments) in Merdeka Curriculum using the anecdotal note instrument properly and understand correctly. Educators can describe what they see, what they hear and make learning activities according to the local context, namely maritime education. Teachers need to be more skilled in observing, they need to train more intensively, and compile documents of student interactions more thoroughly according to the facts. A skilled observer needs some time and practice.

The school's operational curriculum in Merdeka Curriculum verse has simply described the local context. Bunga Mawar KB PAUD teachers prepare a learning environment for students in a safe, comfortable and enjoyable way and collaborate with parents of students to study outdoors.

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