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What are the Problems of Indonesian ECE Teachers in the Implementation of Learning Evaluation?

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ABSTRACT

This article discusses the research carried out with the aim of describing the results of the findings analysis of the ECE (Early Childhood Education) teachers perception about problems that they faced in Indonesia. The focus problem of this research is to obtain information about the profile of difficulty and perception of the difficulties types faced by ECE teachers in implementing learning evaluations based on the 2013 ECE curriculum. Learning evaluation is the process of ensuring decisions that are the focus of attention, selecting appropriate information, and analyzing information to report a summary of decisions in choosing between alternatives. Assessment of learning outcomes is a general term defined as the process of obtaining information used in making decisions about students, curriculum and programs, and educational policies. Thus, it is necessary to evaluate learning outcomes before evaluating learning. Assessment of learning outcomes in early childhood is done by gathering information about the achievements of child development. An assessment based on the 2013 ECE curriculum as a state curriculum in Indonesia emphasizes the use of authentic assessments, namely assessments that describe the real conditions of students and prioritize processes rather than children's work. This study involved 75 respondents who were scattered and representing the entire territory of Indonesia, consisting of 68 PAUD teachers and 7 students of ECE undergraduate candidates who were taking courses in evaluating early childhood learning. The primary data collection techniques used in this study were questionnaire then supported with secondary data by unstructured interview and document analysis in some ECE institutions randomly. The data obtained were analyzed using descriptive analysis. The results of this study indicate that with regard to the profile of difficulty faced by ECE teachers and ECE undergraduate candidates, for example, 9.3% stated that it was very difficult, 69.3% stated it was difficult, and 21.3% stated it was not difficult. Then related to the perception of the difficulties types faced by ECE teachers, only 74 respondents have been answered. Every respondent could be able to choose more than one type of difficulty which are they faced in. About 43.2% stated that the process requires more time and concentration, 40.5% faced difficulties in processing the assessment data, 37.8% facing deep difficulties in developing assessment instruments especially indicators, 37.8% claimed difficulty in recording the results of learning assessment, 35.1% stated difficulties in analyzing and evaluating learning, and 1.4% admitted having difficulty making proper evaluation narrative. Through the results of the study, it can be seen that the majority of ECE teachers and prospective ECE graduates in Indonesia think that learning evaluation is difficult and very difficult, while those who think it is not difficult are only a few. This certainly can be influenced by the results of education and training that have been taken and other influences that have not been investigated further. The types of difficulties faced by respondents were also varied. Even each respondent experienced more than one type of difficulty. Thus it can be concluded that ECE teachers and ECE graduates in Indonesia face a variety of problems so that they need concrete solutions for them because learning evaluation is part of the competencies that must be possessed by a professional teacher.

Key Words: learning evaluation, ECE teachers, assessment, problems

1. INTRODUCTION

In order to find out the success of a learning process, evaluation shall be done. Learning evaluation cannot be separated from the assessment process. Learning process evaluation and assessment are important activities in any level of education, including Early Childhood Education (ECE). Assessment is done toward the learners; generally, it is aimed at obtaining information related to students 'learning achievement as one of the feedbacks of the learning process.

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Action research was done in New Zealand. It emphasized more on the flexible focus of ECE program evaluation. Such an evaluation requires collaboration between teachers and parents in order to reach a decision related to the children 'transformation on development, education, physical and psychological health (Bagnato, 2007) as an embodiment of integrative holistic services in ECE. (Kementerian Pendidikan dan Kebudayaan, 2015; Rohmadheny & Saputra, 2018). In performing an assessment in ECE, every child's activity is observed and noted by the teachers in order to provide an authentic assessment. Authentic assessment refers to an alternative assessment that is used as an approach in National Curriculum for ECE in Indonesia (Direktorat Pembinaan PAUD, 2015; Gullo, 2005; Republik Indonesia, 2014b; Wahyudi, 2015).

In ECE, students 'learning achievement refers to children 'developmental achievement. Accordingly, learning assessment refers to the assessment of early childhood 'developmental achievement. Information on children 'achievement is feedback that can be used as a reference performing learning evaluation in all ECE programs. The learning evaluation can be done in the form of reflective evaluation, formative evaluation, and summative evaluation (Waseso, Amini, & Tatminingsih, 2014). The most often-used form of evaluation in ECE in Indonesia is the reflective ones. Self-evaluation and reflection can be used to critically analyze what has been done with children and their family (McFarland, Saunders, & Allen, 2009). Critical analysis in a reflective evaluation process aims to measure the success of a learning process.

There are some indicators in measuring the success of a learning process. Those indicators are the achievement on learning goal, the effectiveness of learning media, learning sources, the suitability of the program, the conformity between the learning plan and its implementation, and the teachers 'skill and creativity as a facilitator of the early aged-children learning process (Waseso dkk., 2014). Employing those indicators to evaluate a learning process may result in a basis for improvement in the next learning process.

The types of learning evaluation are in line with those indicators such as evaluation on plan and development, monitoring evaluation, effect evaluation, economy-efficiency evaluation, and comprehensive evaluation (Arifin, 2009). Thus, an Evaluation process is an important aspect an ECE teacher should perform. Accordingly, every ECE teacher shall possess learning evaluation skill. One of the pedagogical competence of professional teacher in Indonesia is competence in evaluating the learning process.

The result of the preliminary study conducted by the researchers showed that the majority of teachers in Indonesia are aware that learning evaluation in ECE is an important thing. It was found that 69.3% of 75 teachers throughout Indonesian territory state that learning evaluation in ECE is very important, 29.3% state that it is important, and only 1% states that it is less important to carry out. This finding is in line with the finding of the study conducted in New Zealand that exhibits the importance of assessment and evaluation for early childhood and their family (Carr dkk., 2002). However, the importance of assessment and evaluation in ECE has not been supported by the Indonesian ECE teacher's competence. The previous study showed that the ECE teacher's assessing skill was categorized as low (Novianti, Puspitasari, & Chairilsyah, 2013).

That finding is supported by an unstructured interview with some teachers in training programs, and in classrooms as well as by document analysis on assessment and observation on the learning process in ECE institutions, it concluded that the teacher had not carried out assessment and evaluation process that meets the standard. It is important to investigate the problems that make teachers failed to carry out assessment and evaluation in ECE. Therefore, the present study was aimed at identifying the ECE teacher's and prospective ECE teacher's perception of problems regarding ECE learning evaluation process.

2. RESEARCH METHODS

The present study was a descriptive study employing a questionnaire to collect the primary data. Unstructured interview and document analysis were conducted randomly on several ECE Institutions. The questionnaire was distributed online by using Google form to the ECE teachers and students who had passed the ECE learning evaluation subject. There were seventy-five respondents from various places in Indonesia responded to the list of questions in the questionnaire. The data that had been collected were analyzed qualitatively, started from data reduction. Data that are not in line with the theme were dropped, the data that suits the theme were managed to obtain the findings that in line with the focus of the study. After that, the data were analyzed and were presented narratively.

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3. RESULTS AND DISCUSSION

This section presents the finding of the study and the discussion on the finding of the study. Once the data collection and data reduction were finished, the data on the problems faced by Indonesian ECE teachers in performing learning evaluation were found. The data were in line with the focus of the study. It was the profile of difficulties and perception on types of difficulties faced by ECE teachers in performing learning evaluation. The data were presented as follow:

3.1. The Profile of Difficulties faced by ECE Teachers in Conducting Learning Evaluation

There were various profiles of difficulties that were faced by both ECE teachers and prospective ECE teachers. The variation can be classified into very difficult, difficult, and not difficult. According to the finding of the study, 9.3% of the respondents state that learning evaluation is very difficult, 69.4% state that it is difficult, and 21.3% state that is is not difficult. The data can be seen in the following table.

Table 1 Total respondents based on the Profile of Difficulties in Learning Evaluation

Difficulty	Respondents data		
	Total	Percentage	Cumulative Percentage
Very difficult	7	9.3%	9.3%
Difficult	52	69.4%	78.7%
Not Difficult	16	21.3%	100%

Based on the data shown on the table above, it can be seen that fifty-two respondents state that learning evaluation in ECE is difficult to be carried out. There were seven respondents stating that it is very difficult, and there were sixteen respondents stating that it is not difficult. The variety of difficulties faced by ECE teachers can be caused by some factors; one of them is their formal and non-formal education background. In general, training and educational background affect the teacher's competence (Anwas, 2013; Fitriana, 2013; Gazali, 2012). That finding is relevant with the finding of document analysis; it was found that some ECE teachers who were randomly selected as the sample did not carry out assessment, evaluation, and documentation in accordance with the learning outcome assessment guideline made by Ministry of Education and Culture of the Republic of Indonesia. There were 2% of the teachers who have done it in accordance with the guideline.

The finding is in line with the data obtained from the respondents 'identity in the questionnaire. Based on the information obtained from the respondents 'identity, it was found that the Indonesian ECE teacher's educational background is not only from the ECE program. 26.7% of the respondents were graduated from Senior High School, and 38.7% of them were graduated from the non-ECE program. There were other educational backgrounds, such as psychology, non-ECE program, and others. However, 94.6% of respondents state that they had understood the learning evaluation in ECE. In order to perform children ' learning assessment and evaluation, the teacher, at least, should possess knowledge of various types of assessment technique (Zahro, 2015). However, the present study did not perform an in-depth investigation on teacher's knowledge regarding learning assessment and evaluation.

3.2. The Perception of Difficulties Faced by ECE Teachers in Conducting Learning Evaluation

According to the finding of the study, data on perception of difficulties faced by ECE teachers in conducting learning evaluation were obtained. The difficulties were identified as follow: (a) difficulties in developing assessment instrument or indicators, (b) difficulties in recording the result of learning assessment, (c) difficulties in processing the learning result data from daily until semester basis,(d) difficulties in analyzing and evaluating learning process, (e) time-consuming process of evaluation and (f) difficulties in creating proper learning evaluation narration. The detail of the result can be seen in the following table.
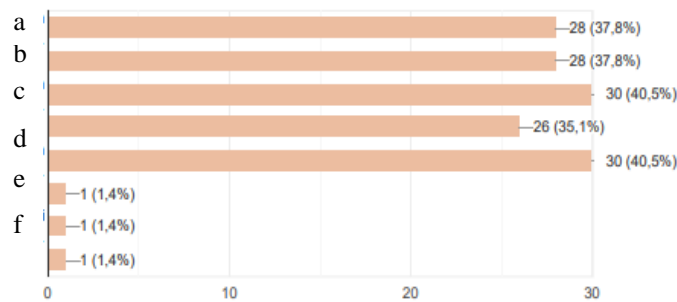
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Figure 1 The Perception of Difficulties faced by ECE teachers in Conducting Learning Evaluation

All seventy-five respondents stated that they faced more than one type of difficulties. Thirty-two responses (42.6%) were related to the respondents 'perception of difficulties in the process of the assessment until evaluation since it is a time-consuming activity. Out of those responses, thirty responses were related to the difficulties in assessment and evaluation process because it requires much time and concentration, one response was about the difficulties in processing the result of daily, weekly, monthly, and semester basis- assessment, one response was related to difficulty in time management. Regarding the responses, Indeed, ECE Institutions in Indonesia hold various professional organization. The organizations are IGKTI (Indonesian Association of Preschool Teacher), HIMPAUDI (Early Childhood Education Teacher and Administrator Association) IGABA (ABA Teacher Association), IGRA (Raudhatul Athfal Teacher Association) Gugus PAUD, PKG (Teacher Activity Center), and so forth. Although those organizations contribute and play roles in developing ECE and its teachers (Hernawan, 2013; Sontani & Kartika, 2018; Tedjawati, 2011), they often hold a routine meeting agenda and events which, according to ECE teachers, quite time-seizing for them. Meanwhile, the teacher's presence in the learning evaluation process is pivotal to obtain an objective decision (Nugraha, 2017; Plake, Impara, & Fager, 2005).

Besides, other administrative tasks that are required by the institution and the government also needs time to complete. Such a condition support their claim on difficulties in managing time and concentration for their primary duty as a teacher. That primary duty is to perform learning assessment and evaluation, which is a part of the teacher's professional competence (Indonesia, 2005; Republik Indonesia, 2014a).

Difficulty in developing assessment instrument or indicators is stated by 28 ECE teachers (37.8%). The difficulty is in the form of recording the assessment result. Considering the educational background and workshop they have attended, it is understandable that they still find difficulties in developing an indicator of a child's developmental achievement in an assessment instrument. That difficulty is aggravated by difficulty in recording the assessment during the learning process, and this problem indicates that the teacher's assessing skill was still low (Novianti dkk., 2013). Another study on ECE teacher's competence in carrying out learning assessment and development in Cimahi city showed that 89.3% of twenty-five teachers state that they have already known and participated training on learning assessment, however, the result of the study showed that their skill was still categorized as low (Nurhayati & Rakhman, 2017).

Thirty responses (40.5%) were related to the difficulty in processing the data of assessment result. The processing of assessment result data requires skill and patience. According to the learning result assessment guide that refers to Curriculum 2013, the assessment is done in tier, starting from daily assessment, weekly assessment which is the compilation of various techniques of daily assessment, monthly assessment which is the recapitulation of weekly assessment, and semester assessment which is the recapitulation of monthly assessment (Direktorat Pembinaan PAUD, 2015). In daily assessment, ECE teacher may employ various assessing techniques such as observation, assessing assignment, anecdotal notes, presentation assessment, and so forth. Basically, The documentation formats of assessment result aim to ease the students perform the authentic assessment; instead, for them, the formats make assessment more difficult.

Twenty-six responses were about the difficulty in analyzing the learning assessment and evaluation result, and the last response (1 response) was about the difficulty in creating proper evaluation narration (1.4%). These findings are in contrast with the finding of the study on 900 teachers in Virginia. That study showed that teachers in Virginian possess good competence in performing the assessment, especially in documenting or administrating the assessment result, determining the score, interpreting or analyzing the assessment result. However, their competence was categorized as low in reporting or communicating the assessment result. Teachers who have received training on learning outcome assessment possess better competence than those who have not (Plake dkk., 2005). In the present study, none of the respondents

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states that they find it difficult in communicating the assessment and evaluation result to the related parties such as parents, In other words, it is easier for Indonesian teacher to communicate their students 'learning outcome development than to make the documentation of assessment and evaluation.

4. CONCLUSION

Based on the result of the discussion above, it could be concluded that ECE teacher in Indonesia had not carried out a proper learning assessment and evaluation due to various difficulties, even, one person perceive more than one type of difficulties. ECE teachers need a concrete solution that is capable of assisting them in performing more effective and authentic assessment since it is a crucial aspect.

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