



Evaluation of Learning at Aisyiyah Kindergarten Bustanul Athfal II, Berau Regency

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Abstrak

Tujuan penelitian ini untuk mendeskripsikan proses evaluasi pembelajaran yang terjadi di Taman Kanak-Kanak (TK) Aisyiyah Bustanul Athfal II Kabupaten Berau. Pendekatan penelitian ini adalah kualitatif dengan jenis fenomenologi, sedangkan informannya satu orang guru kelas B dan tujuh peserta didik. Teknik pengumpulan data menggunakan observasi, wawancara, dan dokumentasi. Hasil penelitian yang didapatkan adalah guru-guru di TK Aisyiyah Bustanul Athfal II telah mampu melakukan evaluasi pembelajaran sesuai dengan kurikulum 13 dengan baik. Dalam proses evaluasi dilakukan dengan beberapa langkah, yaitu merumuskan tujuan evaluasi, menetapkan aspek-aspek yang akan dievaluasi, evaluasi, menentukan teknik pelaksanaan evaluasi, evaluasi dilakukan pada saat kegiatan berlangsung secara alami dan merupakan kebiasaan sehari-hari, mengumpulkan hasil kerja anak dalam buku kegiatan, pelaporan dan tindak lanjut. Hasil yang didapatkan dari evaluasi pembelajaran ini adalah guru dan orang tua dapat lebih mudah mengetahui proses perkembangan anak apakah telah sesuai dengan usianya.

Kata Kunci: *evaluasi; pembelajaran; taman kanak-kanak*

Abstract

The purpose of this study was to describe the learning evaluation process that occurred in the TK Aisyiyah Bustanul Athfal II, Berau Regency. This research approach is qualitative with a phenomenological type, while the informants are a class B teacher and seven students. Data collection techniques using observation, interviews, and documentation. The results obtained are that the teachers in TK Aisyiyah Bustanul Athfal II have been able to evaluate learning according to curriculum 13 well. The evaluation process is carried out in several steps, namely Formulate the objectives of the evaluation, determine the aspects to be evaluated, evaluating, and determining evaluation implementation techniques; evaluations are carried out when activities occur naturally and are daily habits, collecting children's work in activity books, reporting and follow-up actions. Carry on. The result of this evaluation is that teachers and parents can more easily find out whether the child's development process is to his age.

Keywords: *evaluation; learning; kindergarten.*

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Introduction

Childhood is a significant event because of the beginning of growth, development, perfection and maturation in humans. This event is often known as the golden age; namely, the development of a child's brain reaches 80% at the age of 0 to 8 years and only occurs once in the story of human life (Uce, 2008). Therefore, this period must be used as well as possible so that the child's development can run as it should. Children's brain development is influenced by several factors, in addition to the quality of nutrition that must be met, it is necessary to provide stimulation so that brain development can develop optimally. These developments can be further honed through Kindergarten (TK) educational institutions so that the provision of learning stimuli for children is more directed by age development.

As stated in Law Number 20 of 2003 concerning the National Education System, which mandates, "Kindergarten Education is a coaching effort aimed at children from birth to the age of six which is carried out through educational stimuli to help growth and development. Physical and spiritual development so that children are ready to enter further education" (Kemendikbud, 2015).

In addition, the purpose of Early Childhood Education is not only to make children more ready to learn at the elementary level, but what is more important is for children to get intellectual, social, and emotional stimulation, according to the level of development of their age, the educational process of young children. It will be easy to slip into "Academic" nuanced practices at an early age, as in some kindergartens today (Choiriyah, 2015). Early childhood learning must introduce active learning through hands-on activities in small groups, individuals, or large groups. The true teacher does not take over the child's ideas, where the child must follow the teacher's ideas, but encourages children to become active learners who have their ideas and ways of learning. This kind of support is critical to establishing a relationship between the experience or knowledge that children already have with what they are learning (Dewi & Suryana, 2020).

The importance of Early Childhood Education in the management of public education is so crucial that the international community sees that the education level of its population measures one aspect of determining the level of development of a nation. Based on the Education Index released by Human Development Reports in 2017, Indonesia was in the seventh position in ASEAN with a score of 0.622. Singapore's highest score was 0.832. Malaysia is in second place (0.719) and Brunei Darussalam (0.704). In fourth place are Thailand and the Philippines, both of which have a score of 0.661. The results of several surveys conducted by the United Nations and non-governmental organizations are, like it or not, we must spur to improve the quality of human resources as early as possible, especially that it must be realized about the importance of Early Childhood Education for every family (Zubaidi, 2020).

In essence, early childhood education is a form of education that focuses on laying the foundation for physical growth and development (fine and gross motor coordination), intelligence (thinking power, creativity, emotional intelligence, spiritual intelligence), socio-emotional (attitudes and behavior and religion) language and communication, according to the uniqueness and stages of development that early childhood goes through (Nabil, 2017).

To fulfil their duties, Kindergarten conducts evaluations in carrying out their learning, not just providing stimulation. Edwind in Ramayulis (2002) states that evaluation implies an action or process in determining the value of something. Meanwhile, Chabib Thoha (1990) defines evaluation as a planned activity to assess the object's state using instruments and the results are compared with benchmarks to obtain conclusions.

Assessment (evaluation), according to Tyler (1950) is a process of collecting data to determine what extent, in what way, and in what part the educational goals have been achieved. Likewise, the evaluation carried out by Kindergarten (TK) measures the extent to which children's understanding of receiving stimuli or learning materials is carried out and determines aspects that have been fulfilled and have not been fulfilled in children's development (Elisa, 2020).

Evaluation is part of the learning process that cannot be separated from teaching activities. Evaluation is a measuring tool or process to determine the level of achievement of students' success on teaching materials. With evaluation, the learning objectives will be seen accurately. And convincing (Idrus, 2019). Likewise, Kindergarten ABA II is one of the early childhood education schools that implements learning evaluations to determine the development and ability of each child to receive learning. The evaluation process can be carried out when learning takes place with questions and answers, at the end of the lesson with questions taught today, or during semester exams with simple questions that are summarized during one semester of learning. All forms of activities and education are listed in the activity book and learning evaluation book held at TK ABA II.

This, evaluation in learning is very important to be carried out in formal education, especially in the field of schooling to measure the extent to which children's development is during learning at school. For this reason, this research aims to describe the learning evaluation process and what aspects are evaluated at Aisyiyah Bustanul Athfal (ABA) II Kindergarten, Berau Regency, East Kalimantan.

Methodology

The research in this study uses a qualitative descriptive method that aims to describe the process of evaluating learning carried out at Aisyiyah Bustanul Athfal II Kindergarten to determine the results of each child's development. How to collect the data is processed through interview techniques, observation, and documentation. Researchers observed learning activities and learning evaluation directly at the research location. Interviews were conducted with class teachers. At the same time, the documentation study was carried out by taking photos during the learning activities and relevant documents in TK Aisyiyah Bustanul Athfal II.

This research was conducted on children in group B (aged 5-6 years), with seven children consisting of three boys and four girls, in two weeks in mid-April 2022. The process of analyzing the data in this research is through analyzing a single case, starting with determining the subject to be studied, then continuing with determining the source of data, collecting and analyzing it, reducing data and concluding, and compiling research results about the evaluation process in TK Aisyiyah Bustanul Athfal II, and evaluation results obtained, especially children aged 5-6 years.

Results and Discussion

Evaluation of learning in ABA II Kindergarten in Berau Regency is carried out during the learning process, and at the end of the semester, an evaluation activity is given in the form of a simple written exam. Evaluation is an essential element in learning because it functions to collect data and information about the growth and development of children in each activity. Assessment is carried out on children's learning outcomes, but the teacher also assesses the learning process. This evaluation in Kindergarten ABA II aims to describe the achievement of children's growth and development by looking at the aspects of development that have been achieved and have not been achieved by each child through various learning activities.

The teachers have evaluated learning in Kindergarten ABA II. This can be seen in the interviews and documentation conducted in this study. The informant of this research is a class B teacher at Aisyiyah Bustanul Athfal Kindergarten named Andi Sumarti on April 15, 2022, at 09.00 WITA directly and continued through Whatsapp, considering the situation is currently a pandemic. The data obtained from interviews are that in evaluating learning, there are several stages carried out by the teacher. Figure 1 is evaluation steps.

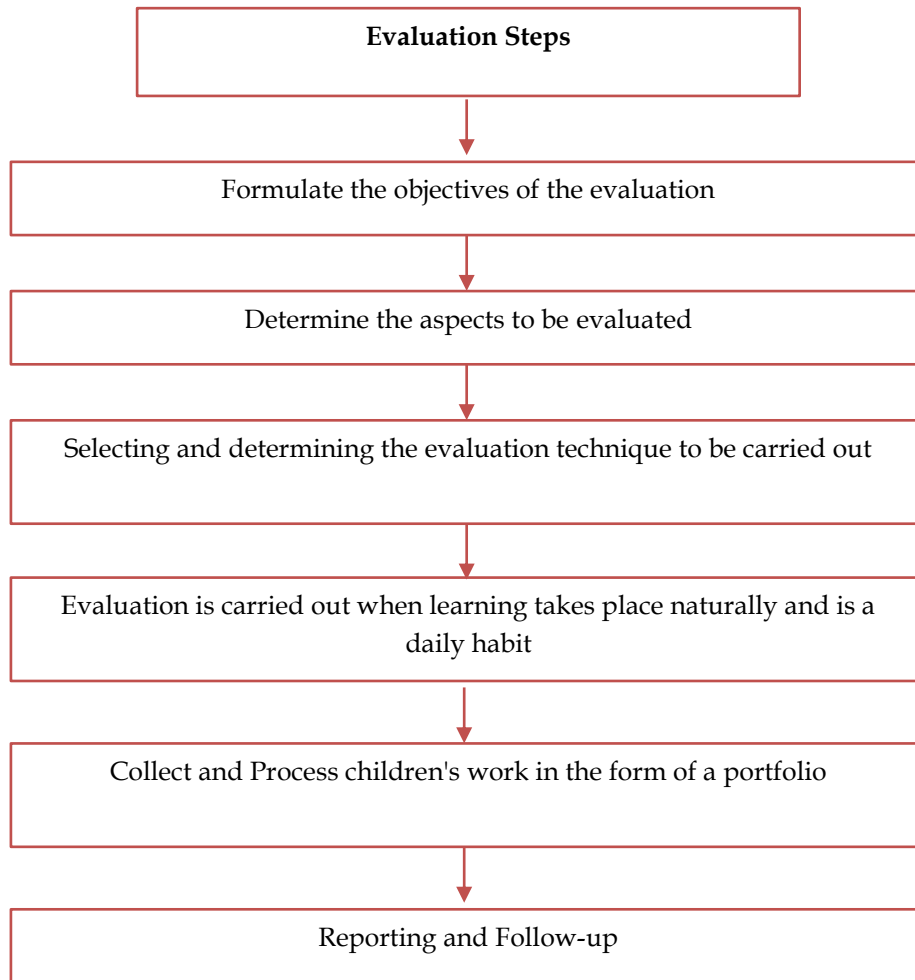


Figure 1. Evaluation Steps

Formulate the objectives of the evaluation

The respondents' responses regarding formulating the objectives of the evaluation were carried out, namely: "Our reference is curriculum 13 according to the themes used, such as language, cognitive, moral, and life. It is divided into each theme and consists of several materials. In one theme, there is a duration of explanation of about two weeks. So, to formulate the purpose of carrying out an evaluation based on the theme to be presented, such as the theme of the five senses, it means that the purpose of the evaluation is so that children can know the five senses and their functions" (Sumarti, interview, April 15, 2022).

Determine the aspects to be evaluated

The respondents' responses about determining the aspects to be evaluated, namely: "The aspects that will be evaluated include cognitive, affective or psychomotor aspects, this depends on the theme that will be given. For example, in habituation materials that must be carried out every day, such as monitoring, children can say greetings, say goodbye, read prayers, maintain cleanliness, and memorize short suras. From this habit, it can be assessed that these three aspects are at once, such as when reading prayers and memorizing short suras means that from a cognitive point of view it has been implemented, maintaining cleanliness from the affective aspect, and saying greetings and saying goodbye are included in the psychomotor aspect. In addition, there is an aspect of children's language, which can be done by asking the child's name, whether it can be pronounced correctly or is still unclear. These four aspects are the foundation for evaluating" (Sumarti, interview, April 15, 2022).

Selecting and determining the evaluation technique to be carried out

The respondents' responses about selecting and choosing the evaluation technique to be carried out, namely: *"Choosing and determining the technique for carrying out this evaluation also depends on the theme to be discussed; when discussing the five senses, usually the child will be given a question sheet containing pictures to show the parts of the five senses and their functions, the child is asked to connect the lines according to their function. All of this has been listed in the Daily Learning Implementation Plan (RPPH) and in each teacher's Weekly Learning Implementation Plan (RPPM). In addition, direct questions and answers can also be given; if the child answers correctly, he will be given a star or moon stamp, depending on the child's preferences. The point is how the assessment can run, and the child still feels happy, so it must be done with the most creative technique possible"* (Sumarti, interview, April 15, 2022).

Evaluation is carried out when learning takes place naturally and is a daily habit

The respondent's responses about evaluation carried out when learning takes place naturally and is a daily habit, namely: *"Evaluations that are carried out naturally are often carried out, such as asking what our children are studying? When children fight, what is the child's attitude? This is included in the material of affection for fellow friends, seeing the child's attitude when reading prayers, saying goodbye, and so on is an honest assessment that can be done every day according to the material being taught"* (Sumarti, interview, April 15, 2022).

Collect and Process children's work in the form of a portfolio

The respondents' responses about Collecting and Processing the results of children's work in the form of a portfolio, namely: *"Every result of children's activities will be collected into one activity book consisting of notebooks, plot books, glue books and picture books which will be distributed at the end of the semester along with the distribution of report cards to parents, so parents can see firsthand the results of their child's work during the semester. Learning. So, parents can find out if their child doesn't finish or finish doing school assignments"* (Sumarti, interview, April 15, 2022).

Reporting and Follow-up

The respondents' responses regarding reporting and follow-up were as follows: *"After distributing the report cards, the teacher will explain the recap of the child's grades from start to finish and report on the behaviour or daily life of the child at school so that parents can help the teacher in the educational process. In addition, for follow-up activities, a meeting is usually held at the end of the semester regarding the child's abilities; usually, the teacher analyzes the outstanding abilities of each child; for example, child A is smart in art, he likes to draw, or B is faster at counting and reading compared to other friends. -Small things like this must be the focus of follow-up so that parents can direct their children according to their interests and talents because between teachers and parents must help each other in educating children. It should not be one-sided because most children are at home, so the role of parents is critical. needed for the good development of children"* (Sumarti, interview, April 15, 2022).

Discussion

In the concept of education, learning is an effort made by students to help them to be able to develop and achieve educational goals. Therefore, educators must create a teaching and learning atmosphere conducive to supporting the development and growth of children so that the growth and development of children are by the standard stages of the level of development achievement. Providing an educational stimulus for early childhood conducive and effective in educational institutions can be pursued by providing a playground for children so that children are interested in learning at school and play an active role in participating in the learning process (Latif, 2013). Like what is done by TK ABA II, it has facilities and infrastructure for children's games so that children can follow the learning process. In addition, the learning process is also carried out in a fun way by providing a

comfortable and colorful learning space that makes children more interested in participating in the learning process. Likewise, the learning evaluation process is carried out in a fun way, not just in writing and answering questions.

In accordance with the vision of Kindergarten ABA II, namely, the creation of pre-school education that is conducive, democratic, Islamic and blessed by Allah in order to develop the potential of children from an early age according to their abilities and level of development. So, there is a plus point of Islamic education which is the first benchmark for the learning process in Kindergarten ABA II, where children are taught Islamic values and activities to memorize short suras every day. Early childhood is constructive and active in seeking a new understanding of something. Likewise, in the process of learning to remember short letters in the Koran, children learn with the teacher by being directed on how to do it properly and correctly, the teacher will give direction and reprimand and correct the child's reading if the child makes a mistake in reading his rote (Retnowati, 2019). The memorizing of the Qur'an is evaluated every day to find out how far the children's memorization is toward creating an Islamic generation.

On the other hand, TK ABA II continues to carry out the learning process by government regulations, namely curriculum 13. However, TK ABA II still pays attention to the curriculum for children aged with several principles; First, child-centered, meaning that children are targets in learning activities carried out by educators. Second, encourage physical development, thinking power, creativity, social-emotional, language, and communication as the basis for forming a complete human person. Third, pay attention to differences in children's physical, spiritual, intelligence and development levels (Suradi, 2018).

An early childhood learning activity program has been developed by the learning menu reference in Early Childhood Education. The program is grouped into six age groups, namely 0-1 years, 1-2 years, 2-3 years, 3-4 years, 5-6 years, and 5-6 years. Each age group is divided into six developmental aspects: moral development and religious values, physical development, language development, cognitive development, social and emotional development, and development of art and creativity (Depdiknas, 2002)

In addition to developmental tasks in the early childhood education curriculum, children must achieve predetermined essential competencies. The achievement of developmental assignments and basic competencies can be seen from the results of the learning evaluation. Quality learning evaluation will help correct the learning process to improve the quality of education (Hani, 2019). This is in line with Mardapi (2003) opinion that efforts to improve the quality of education can be pursued by enhancing the quality of learning and the quality of the assessment system.

Teachers as assessors are required to have the competence to carry out assessments properly. Therefore, teachers must understand the concept of assessment, be familiar with assessment tools, media and the steps for implementing a kindergarten program, be skilled at using evaluation tools, and interpret the evaluation results obtained. In addition, teachers must also recognize the characteristics of kindergarten children individually and in groups. Therefore, TK is more effective if there are not too many children in one class, such as in Aisyiyah Bustanul Athfal II Kindergarten, one class only consists of eight people for class A (ages 4-5 years) and seven people for class B (ages 5-6 years). And each consists of 4 class groups. The teacher must determine when the time is right to assess whether it is while studying or playing. Are the tools used in learning appropriately to provide an overview of the assessment to obtain the achievement of children's growth and development (Yus, 2011).

According to Sudjiono (2012) there are several stages/steps that the teacher takes in carrying out the assessment, namely, formulating activities, determining the aspects to be evaluated, determining techniques which will be used in the evaluation, carried out during the activity, natural and a daily habit, collecting children's work in a portfolio, and reporting and follow-up.

Based on the results of observations and interviews conducted, it can be explained that the evaluation process that took place at TK Aisyiyah Bustanul Athfal II, namely:

Formulate the objectives of the evaluation

The purpose of this evaluation is carried out every day which is stated in the daily RPS and will form a weekly RPS, where for the purpose it depends on the theme used in curriculum 13. The most important thing is to make it easier for children to build concepts about what they want to achieve. The main step is to determine the theme first before doing learning process (Kuswanto & Suyadi, 2020). Usually, one piece is carried out for three or four weeks. For example, for the five senses theme, the goal is for children to be able to know the five senses and their functions. This can be done using a direct review that day, or the teacher gives an assignment sheet for the child to work on and collects it on the same day to see the child's ability firsthand. 1) Determine the aspects to be evaluated: Determine the aspects that will be evaluated by the teacher at Aisyiyah Bustanul Athfal Kindergarten; the teacher designs or determines what aspects will be evaluated before learning begins and will be evaluated during the learning process, such as aspects of religious moral values, language aspects, cognitive aspects, physical motor aspects, social emotional aspects, and artistic aspects. 2) Determine the evaluation technique: Selecting and determining the technique that will be used in the evaluation carried out by the teacher at the Aisyiyah Bustanul Athfal Kindergarten, before learning begins, the teacher will design the RPPH or RPPM in which the techniques that will be used by the teacher in carrying out the evaluation have been arranged. 3) Done when learning takes place naturally and is a daily habit: Evaluation can be done when learning occurs naturally, where the teacher immediately asks things that can assess the child's understanding, such as what are we studying? what is the function of washing hands? and why should we greet? And so on. These questions are a daily habit but are included in the lesson and can make the teacher assess the child. 4) Collect and Process children's work in the form of a portfolio: Collecting the children's work in the activity book carried out by the Aisyiyah Bustanul Athfal Kindergarten teacher, the teacher will collect the children's work and summarize it in a portfolio (Figure 2). After recapitulating the values, the teacher processes the results of the child's work to determine a narrative assessment and is given aspects of the evaluation of knowledge, character, attitude, language skills, etc. Not just cognitive values, because Aisyiyah Bustanul Athfal Kindergarten aims to develop children's potential with faith and a conducive and democratic learning atmosphere according to their abilities and level of development. 5) Reporting and follow-up: Reporting and follow-up will be carried out by the teacher at the Aisyiyah Bustanul Athfal Kindergarten at the end of each semester. The teacher will report the results of the child's work to the parents and will follow up on the progress of the child's development.

Compared with research conducted by Agus Jatmiko, et al, the evaluation steps at Dharma Wanita Persatuan Bandar Lampung consist of five stages, namely formulating and determining activities and preparing assessment tools or techniques, setting assessment criteria, collecting data, and determining value (Jatmiko et al., 2020). It is not much different from the evaluation process applied in TK Aisyiyah Bustanul Athfal, the difference lies in the evaluation during learning, which in TK Dharma Wanita Persatuan Bandar Lampung did not evaluate during education, while in TK Aisyiyah Bustanul Athfal did an evaluation. When learning takes place to know better the extent of the child's ability to receive knowledge every day.

From this, it can be seen that TK Aisyiyah Bustanul Athfal has carried out an assessment system to evaluate learning by the theory well. This can be seen from the graduates of the children produced who can compete with other kindergarten graduates because, on average, Aisyiyah Bustanul Athfal II Kindergarten graduates can enter the primary school desired by the child. However, in the process, many teachers still have difficulty making the Daily Learning Implementation Plan (RPPH) and the Weekly Learning Implementation Plan

(RPPM). Thus, making the learning process is sometimes different from the planning made. However, TK Aisyiyah Bustanul Athfal has generally carried out a sound evaluation system because each teacher can know the child's development every day, which will be reported to parents in the distribution of semester report cards



Figure 2. Activity book and Child Evaluation Results book

Conclusion

Based on the results of research and discussion regarding the evaluation of learning in TK Aisyiyah Bustanul Athfal II, teachers already know well how to evaluate or evaluate learning and do it in an orderly manner by curriculum 13. The evaluation steps carried out are formulating activities, determining aspects to be assessed, the technique to be used in the evaluation, carrying out when the action takes place naturally and is a daily habit, collecting the results of children's work in activity books, and reports and follow-up. Meanwhile, the evaluation aspects carried out were looking at the children's ability to read, group, match, count, and color, and explain pictures in simple terms. All of these things are listed in the activity book and the resulting book of each child's evaluation.

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