

## **Early Childhood Project Learning Assessments**

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### **ABSTRACT**

Early childhood learning assessment is the process of collecting and processing data to determine the level of child development and making decisions to determine children's abilities. The scope of child development assessment includes physical and psychological. Children's health, nutrition, clean and healthy living behavior, fine motoric, gross motoric, and tactile can be observed directly from time to time. While intelligence, absorption of new vocabulary, empathy, caring, and daily worship can be measured indirectly. Projects are the backbone of the learning experience for children and teachers. Learning by doing is important and that group discussion and review of ideas and experiences is a surefire way to achieve better understanding and learning. A project-based approach allows children to explore topics in depth. Important characteristics of a project are: (1) created by the child, (2) directly connected to the real world, (3) based on research, (4) gathering information from various sources, (5) integrating knowledge and skills, (6) can be done at any time, and (7) ending with a product exhibition.

The purpose of this research is to develop teachers' ability to conduct project learning assessment. This type of research is qualitative. Researchers collected data on project learning practices in ECD Institutions through observations, interviews, and document studies. Researchers also trained teachers to assess aspects of child development, ranging from religious values, morals, national identity, emotions, social, imaginative creative expression, language, science, to early childhood premathematics. The research subjects were ECD teachers who have implemented project learning for at least one year. The research location is around the province of Yogyakarta Special Region. The research time was from March - September 2023. The results showed that teachers' ability to conduct assessment needs to be improved. The ability to collect data through interviews or question and answer is adequate, but through tests, performance, and self-report needs to be improved. While knowledge of the targets of child assessment is adequate, the principles of child assessment need to be improved. Teachers' mastery of the Merdeka curriculum is adequate for the learning outcomes of math, science, emotions, Pancasila values, and religious values, as well as project learning objectives as an integral part of implementing the Merdeka curriculum. However, for the learning outcomes of art & motoric expression, and children's language and the principles of creating theme networks need to be improved.

*Kata Kunci: assessment, learning, project, early childhood*