IMPLEMENTATION OF A DYNAMIC ASSESSMENT APPROACH TO MEASURE CHARACTER DEVELOPMENT ACHIEVEMENTS IN EARLY CHILDREN

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ABSTRACT

The era of industrial revolution 4.0 demands quality human resources from an early age who are not only intelligent but also have character. A lack of understanding of character education in early childhood will have a negative impact on the erosion of culture and the moral decadence of the nation's children. To determine the character development of early childhood, it is necessary to implement a dynamic assessment approach. Assessment of early childhood character development needs to be carried out thoroughly. This is intended to comprehensively describe the child's character development. The aim of this research is to measure the achievements of early childhood character development during the learning process using a dynamic assessment approach. This research method is quantitative research using a quasi-experimental design where researchers will implement a dynamic assessment approach in 10 experimental classes in kindergartens in West Kalimantan Province. Meanwhile, one control class did not apply the dynamic assessment approach. The data obtained in this research is quantitative data analyzed using descriptive statistics and inferential statistics. The results of the research show that the quality of the characteristics of the dynamic assessment instrument items in measuring the character achievements of early childhood at the kindergarten level is very good. In the reliability aspect, the instrument has a reliability coefficient or person reliability (0.94) and has an item reliability coefficient (0.86) which is included in the very good category. The relationship between the items and respondents, there is statement item number 22 which is the most difficult statement item and statement item number 16 is the easiest statement item to respond to. The difficulty level of the items, there is 1 item in the very easy category, there are 41 items in the easy category, there is 1 item in the difficult category, and there are 2 items in the very difficult category. Item suitability, obtained from 44 statement items spread across the instrument that meet the model suitability and one item that does not meet the model suitability, so this item needs to be corrected or revised. In addition, there is a very significant difference in the achievement of early childhood character development in the control class and the experimental class with $\alpha >$ p-value. Partially, of the ten experimental classes, there were seven classes that provided significant differences in the achievement of character value development after implementing dynamic assessment. This information illustrates that the experimental class has a higher average score of character development achievements compared to the control class. The other three classes have no differences or have the same character development achievements. Simultaneously, a p-value $< \alpha$ is obtained, meaning that there are differences in the development achievements of character values in terms of class differences.

Kata Kunci: *Dynamic assessment, character, early childhood*