

Early Childhood Education: Teachers Ability to Assess

Authors : Ade Dwi Utami

Abstract : Pedagogic competence is the basic competence of teachers to perform their tasks as educators. The ability to assess has become one of the demands in teachers pedagogic competence. Teachers ability to assess is related to curriculum instructions and applications. This research is aimed at obtaining data concerning teachers ability to assess that comprises of understanding assessment, determining assessment type, tools and procedure, conducting assessment process, and using assessment result information. It uses mixed method of explanatory technique in which qualitative data is used to verify the quantitative data obtained through a survey. The technique of quantitative data collection is by test whereas the qualitative data collection is by observation, interview and documentation. Then, the analyzed data is processed through a proportion study technique to be categorized into high, medium and low. The result of the research shows that teachers ability to assess can be grouped into 3 namely, 2% of high, 4% of medium and 94% of low. The data shows that teachers ability to assess is still relatively low. Teachers are lack of knowledge and comprehension in assessment application. The statement is verified by the qualitative data showing that teachers did not state which aspect was assessed in learning, record children's behavior, and use the data result as a consideration to design a program. Teachers have assessment documents yet they only serve as means of completing teachers administration for the certification program. Thus, assessment documents were not used with the basis of acquired knowledge. The condition should become a consideration of the education institution of educators and the government to improve teachers pedagogic competence, including the ability to assess.

Keywords : assessment, early childhood education, pedagogic competence, teachers

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