



## Assessment in Early Childhood Education: A Literature Review

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### Abstrak:

*Artikel ini bertujuan untuk mengkaji pentingnya asesmen dalam pendidikan anak usia dini serta ragam bentuk asesmen yang relevan digunakan dalam mendukung perkembangan anak. Penelitian ini menggunakan metode kualitatif deskriptif dengan pendekatan library research dalam menganalisis data baik dari jurnal dan buku yang membahas asesmen anak usia dini. Hasil studi ini menunjukkan bahwa asesmen memiliki peran penting dalam mengukur sejauhmana perkembangan anak usia dini dan menjadi dasar dalam merancang pembelajaran yang sesuai dengan kebutuhan serta tahapan perkembangan anak usia dini. Asesmen juga berfungsi sebagai media kolaborasi antara guru dengan orang tua untuk menstimulus aspek perkembangan anak usia dini serta mendukung program pembelajaran di lembaga pendidikan anak usia dini dengan praktik parenting yang dilakukan orang tua di rumah. Artikel ini membahas dua bentuk asesmen utama, yaitu asesmen formatif yang digunakan untuk memantau dan memperbaiki proses pembelajaran secara berkelanjutan, dan asesmen sumatif yang digunakan untuk mengetahui ketercapaian tujuan pembelajaran dalam periode tertentu. Akan tetapi, penelitian ini memiliki keterbatasan karena bersifat konseptual dan belum dilengkapi data empiris lapangan, sehingga diperlukan penelitian lanjutan dengan studi lapangan untuk memperkuat hasil temuan berkaitan dengan asesmen pada anak usia dini.*

**Kata Kunci:** Asesmen, Pendidikan, Anak Usia Dini, Tinjauan Literatur

### Abstract:

This article aims to examine the importance of assessment in early childhood education and the various forms of relevant assessment used to support child development. This study uses a descriptive qualitative method with a library research approach in analyzing data from both journals and books that discuss early childhood assessment. The results of this study indicate that assessment has an important role in measuring the extent of early childhood development and is the basis for designing learning that is in accordance with the needs and stages of early childhood development. Assessment also functions as a medium for collaboration between teachers and parents to stimulate aspects of early childhood development and support learning programs in early childhood education institutions with parenting practices carried out by parents at home. This article discusses two main forms of assessment, namely formative assessment which is used to monitor and improve the learning process continuously, and summative assessment which is used to determine the achievement of learning objectives in a certain period. However, this study has



limitations because it is conceptual and has not been equipped with empirical field data, so further research is needed with field studies to strengthen the findings related to assessment in early childhood.

**Keywords:** Assessment, Education, Early Childhood, Literature Review

## **Introduction**

Assessment is a process that includes the collection and analysis of data and information to identify needs, strengths, performance, and developmental outcomes of students in the context of activities in educational institutions. General assessment includes all procedures used to transmit student performance, both individually and in groups. In a broader sense, assessment involves various sources related to cognitive, behavioral, and skill aspects of students, and can refer to certain events or measuring instruments (Asri & Meliana, 2022). Assessment plays an important role in assessing students' learning achievements, including in the skill aspect. Assessment by teachers must provide comprehensive information covering cognitive, affective, and psychomotor dimensions. If the assessment only focuses on one aspect, the results are not sufficient to be used as a basis for making decisions regarding student development. Therefore, teachers need to use various types of assessment instruments that are appropriate to each aspect of development that they want to measure (Wildan, 2017).

However, in practice, many teachers still experience obstacles in conducting assessments. In the context of early childhood education, the assessment system in early childhood education describes more about the achievement of children's development (religious and moral values, physical-motor, language, cognitive, social-emotional, and art). Assessments that are carried out correctly will help teachers or parents in improving aspects of development that have not been achieved so that children's development can take place optimally. Therefore, teacher understanding is needed in conducting early childhood development assessments (Sari et al., 2022).

Early childhood assessment can be done by teachers through observation, recording, checklists, documentation, portfolios, and authentic assessments. Early childhood assessment is the process of collecting information and assessing the development and abilities of children at an early age. Assessment and assessment in early childhood education can be done in various forms, such as observation, interviews, work results and direct observation of children's activities. Types of assessment can also include formative assessment (to provide feedback in the learning process) and summative assessment (to evaluate the child's final achievement) (Khaerani et al., 2024). Thus, assessment in the context of early childhood education has different developmental characteristics but has the same purpose. Assessment in early childhood education in Indonesia is carried out in collecting, analyzing, and interpreting various information regarding the development of early childhood after participating in learning and playing activities at early childhood education institutions (Hidayat & Andriani, 2020).

The assessment in Early Childhood Education institutions is different from the assessment in elementary schools. The assessment that is expected is not only as a measurement of program achievement, but to filter and measure the results of learning achievements that have been carried out by children. The implementation of the assessment program in early childhood is carried out continuously so that it achieves the expected learning progress results and learning improvements (Rahma & Fatonah, 2021). Through proper assessment, teachers can monitor the development and progress of



children's learning in kindergarten. Assessment also plays an important role in providing information to parents about their children's development, so that parents can play an active role in supporting the process of children's education in early childhood education institutions. Thus, assessment does not only focus on measuring children's learning outcomes, but also functions to provide various activities that support children's holistic growth and development (Akbar et al., 2024).

Based on the explanation, early childhood assessment is very important for teachers to measure the extent of children's progress in the learning and playing process in early childhood education institutions. This article will discuss the importance of early childhood assessment because it can be used by teachers in designing learning implementation that is relevant to the needs and development of early childhood. Early childhood assessment helps teachers identify children's interests and talents during the learning process. Through an assessment process that is appropriate and relevant to early childhood development, it will provide accurate information regarding early childhood development. So that it can be used as a reference for parents in measuring children's abilities, especially in terms of development. The assessment carried out by teachers will be used as a consideration by parents in the practice of parenting at home by parents.

## **Method**

This article uses a descriptive qualitative research method with a library research approach. The library research approach used by the author aims to collect information related to the concept of assessment in early childhood, especially in the development and skills of children in various learning and playing activities in early childhood education institutions. The library research study conducted by the author seeks to understand how the implementation of assessment in early childhood supports the learning process that is oriented towards aspects of early childhood development. The data sources in this study came from journals, books, and relevant literature that discuss early childhood assessment and assessment concepts that are in accordance with aspects of early childhood development. Data collection techniques were carried out by analyzing various articles and books related to early childhood assessment. The data analysis process includes the stages of data reduction, grouping information into categories, mapping main themes, and drawing conclusions. This analysis was carried out to obtain a comprehensive understanding of the implementation of assessment in early childhood. Conclusions are compiled based on all data that has been analyzed systematically to answer the focus and objectives of the study (Raihan, 2017).

## **Results and Discussion**

### **The Significance of Assessment for Early Childhood Development**

In the implementation of education in Indonesia, the concept and age range of early childhood are slightly different compared to several other countries, especially in Europe. In Indonesia, early childhood is defined as the age range of 0-6 years, while in many other countries it refers to the age of 0-8 years as regulated in the Convention on the Rights of the Child. Actually, this difference in age limits is not a big problem as long as the principles of early childhood education and learning are applied to the learning process of children aged 6-8 years in the early grades of elementary school. However, the reality is different, learning in grades 1, 2, and 3 of elementary school tends to be carried out as in the grades of children aged 9-12 years. As a result, learning becomes full of burdens for



children and stressful because the material given is too much for children to learn. This condition is exacerbated by an unbalanced emphasis, where the cognitive aspect gets the main emphasis. Teachers demand more from children to memorize definitions, concepts, numbers, and the like. The problem does not stop there, in the practice of learning in early elementary school classes, teachers generally still use conventional approaches, methods, and strategies, such as lectures and memorization. Of course, this method is not in accordance with the characteristics of early childhood development (Hamzah, 2014; Hasanah, 2023; Rizqina et al., 2024; Suratman, 2018; Ulfah et al., 2021).

Early childhood education is a conscious effort to help students prepare for the future through the process of guiding, teaching, and educating them. Therefore, early childhood education focuses on efforts to support children's growth and development which includes six main aspects, namely cognitive, physical, motoric, language, art, religion and morals, and social emotional development. Thus, a planned and continuous assessment is needed to determine the extent to which children have reached the stage of development in these various aspects. Through assessment, teachers can obtain accurate information about children's strengths and developmental needs, which then become the basis for designing appropriate learning activities and supporting children's potential optimally (Masyitah et al., 2024; Maula & Khasanah, 2024; Purnama, 2020; Zain et al., 2024).

Assessment is one of the main tasks that must be carried out by early childhood education teachers, in addition to planning and implementing learning activities. Assessment has a very important role because through the results of the assessment, teachers can describe the extent to which the child's development has been achieved. Assessment also allows teachers to find out which aspects of development the child has and has not mastered. Assessment is basically the process of collecting, reporting, and utilizing information related to the process and results of children's learning based on objective, accurate assessment principles that are able to identify children's competency achievements. Through the results of the assessment, teachers can understand the development of children's abilities both in terms of cognitive, attitude, and personality of early childhood (Bariyyah, 2016).

Assessments conducted for various purposes certainly require different tools and approaches. According to Nutbrown in Sigit Purnama et.al, there are three main objectives in implementing assessments, namely assessments used to support the teaching and learning process (assessment for teaching and learning); assessments intended for management and accountability purposes (assessment for management and accountability); and assessments conducted for research purposes (assessment for research). Assessments oriented towards teaching and learning are interpreted as a process to identify in detail the child's knowledge, skills, and understanding. This information is used to compile a complete picture of the child's development and determine their learning needs at the next stage (Purnama et al., 2021).

However, in the implementation of the assessment, various obstacles are often encountered as expressed by Azizah Nurul Fadlilah (2021). First, the subjectivity of the teacher. When observing students, teachers tend to use their personal perspective or judgment. This can cause bias in the assessment results so that its accuracy is questionable. In addition, assessments are often not recorded directly at the time the incident occurs, so teachers only rely on memory which of course has limitations. Considering that teachers are also ordinary humans, there is a possibility of forgetfulness which results in incomplete assessment results. The next obstacle is the teacher's negligence when observing children.



Teachers often have difficulty focusing on all aspects at once, so they only focus on one or a few things, while other aspects that may also be important are ignored. Furthermore, the difference in conditions between children at school and at home is also a challenge in itself. For example, in the assessment report, the teacher states that the child is not yet able to distinguish colors, but the parents deny it by stating that the child at home can already distinguish various colors (Fadlilah, 2021).

Therefore, an appropriate assessment plays an important role in helping to identify children who may need early intervention to support optimal early childhood development. This includes efforts to identify children with special needs or those at risk of experiencing learning difficulties. In addition, the assessment and evaluation process is also a means to build effective communication between teachers and parents regarding child development. Parents have the opportunity to be actively involved in the child's education process and support child development in the home environment. For teachers, assessment and evaluation serve to deepen understanding of early childhood development and improve the ability to apply appropriate and effective evaluation methods (Affandi, 2023).

### **Assessment Practices and Forms in Early Childhood Education**

According to Suyadi (2016), there are six main objectives of early childhood development assessment, including: (1) detecting child development and providing direction in implementing diagnostic assessments if necessary, including detecting children's health conditions, sensory function sensitivity, language skills, gross and fine motor skills, and social-emotional development; (2) identifying children's interests and needs; (3) obtaining an overview of children's developmental progress and learning processes; (4) becoming a basis for curriculum development; (5) improving and compiling learning activities that are in line with children's developmental stages and needs; and (6) assessing programs and institutions as a form of accountability for educational institutions. Meanwhile, the results of early childhood development assessments can be used for various purposes, such as administration, planning and implementing learning, guidance and counseling services, and for research purposes.

Assessment in early childhood education refers to a series of procedures for collecting data that aims to help determine the steps or actions to be taken. Assessment is generally seen as part of an evaluation that has an important role and is interrelated with each other. In addition to involving children and teachers, the assessment process also requires a collaborative approach and support from parents so that the learning process can run optimally. Various information such as children's work, development records obtained from parent reports, and teacher observation results are important bases in compiling assessment report results (Pangestu, 2024).

In the discussion of this article will discuss two types of assessments, namely formative and summat. As for formative assessment is an assessment that aims to provide information or feedback for educators and students to improve the learning process. This assessment is carried out to identify children's learning needs, obstacles or difficulties they face, and also to obtain information on children's learning development (Deluma et al., 2023). Formative assessment is carried out with the aim of monitoring, improving, and evaluating the learning process and the achievement of learning objectives. In accordance with its purpose, this assessment is carried out from the beginning until during the learning process. In formative assessment, teachers are required to be professional in carrying out assessments both at the beginning and throughout the learning process. The results of this





assessment serve as a reference for improving the learning process so that students can achieve maximum mastery of the material (Ma'rifati et al., 2024).

Meanwhile, summative assessment is a form of assessment carried out to ensure the extent to which overall learning objectives have been achieved within a certain period of time. This assessment can also include two or more learning objectives at once, and the results are reported at least once a semester, according to the policies of educators and educational institutions. In early childhood education, summative assessment is intended to determine the development and learning achievements of children, not to be used as a basis for determining class promotion or graduation. The form of summative assessment is usually in the form of a learning outcome report that contains information about children's learning achievements and can be supplemented with notes related to the growth and development of early childhood (Deluma et al., 2023).

Summative assessment in early childhood education is used to determine the learning achievements of students and not as an evaluation result to determine class promotion or graduation. Reporting the results of the assessment or assessment is stated in the form of a learning progress report written in the learning outcome report. Summative assessment is information that educators need to collect at the end of a learning cycle to see the achievement of the learning objectives that have been set. The basis for collecting data for each student in the summative assessment needs to refer to the indicators of achievement of learning objectives (Rohmiati et al., 2023).

### **Research Implications and Limitations**

This study provides a number of important implications for strengthening assessment practices in early childhood education. The results of the study indicate that assessments that are carried out appropriately and continuously not only function as a tool to measure early childhood development but also serve as a basis for designing learning that is appropriate to the developmental stages and individual needs of early childhood. Assessments can support teachers in identifying children who need special interventions, as well as strengthening cooperation between teachers and parents in supporting children's development both at school and at home. Assessments can also be carried out in parenting practices for early childhood parents, especially in social structures, families are the most basic social institutions that shape the morals and personalities of early childhood children (Andana & Yusdiana, 2024; Rohmah et al., 2022; Sapendi & Suratman, 2024; Yuni et al., 2024). In addition, in the era of new media, it can also be integrated with technology so that there are the latest techniques in early childhood education assessment (Astuti et al., 2022; Kurniawan et al., 2024; Ramadani et al., 2025; Ulfah et al., 2021). However, this study also has several limitations. This study is still conceptual and based on library research so that it has not been supported by empirical field data that can strengthen the research results. So that further research can use field research to strengthen the discussion of assessment in early childhood. In addition, this study does not examine in depth the assessment instruments in early childhood.

### **Conclusion**

Assessment in early childhood education has a strategic role in supporting children's holistic growth and development. Through assessments designed by teachers in a planned and continuous manner, teachers can obtain important information regarding children's



development achievements in various aspects, ranging from cognitive, motoric, language, social-emotional, to moral and religious. These findings are very important as a basis for compiling a curriculum and designing learning that is appropriate to the needs and developmental stages of children. Assessments also help identify children who need early intervention or special support so that their development can take place optimally. The variety of assessments used, both formative and summative, each have a function in measuring early childhood development. Formative assessments act as a tool for monitoring and improving the learning process on an ongoing basis, while summative assessments are used to see the achievement of learning objectives in a certain period.

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