



## Development of Guidelines for Assessment of Learning and Growth Process Study on Tanjung State School Kindergarten North Lombok

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<http://dx.doi.org/10.18415/ijmmu.v12i1.6324>

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### **Abstract**

This study aims to (1) develop the feasibility of assessment guidelines for the learning process and growth of early childhood education implementing the independent curriculum; (2) to develop the practicality of early childhood education assessment guidelines; (3) to develop the effectiveness of assessment guidelines for the learning process and growth of early childhood education implementing the independent curriculum based on local wisdom in improving teachers' abilities in conducting assessments. The location of the study was at the Tanjung State School Kindergarten. The subjects in this research were class B teachers at Tanjung State School Kindergarten in North Lombok. Data analysis of the effectiveness of assessment guidelines for early childhood education was obtained from the initial test (pre-test) and the final test (post-test). The initial test aims to determine the teacher's initial abilities. The final test aims to determine the teacher's final abilities. The data obtained were analyzed using a comparative test in the form of a t-test. The results of the study indicate that (1) the assessment guidelines for the learning process and early childhood development that were developed are very valid and reliable so they are suitable for use to improve teachers' abilities in conducting assessments and evaluations. (2) the assessment guidelines for early childhood development that were developed are included in the practical category. (3) the assessment guidelines for the learning process and early childhood development of the implementation of the independent early childhood education curriculum based on local wisdom of North Lombok that were developed are effective in improving teachers' abilities in conducting assessments and evaluations of early childhood development.

**Keywords:** *Development; Assessment; Learning Process; Local Wisdom; Teacher Ability*

### **Introduction**

A learning and assessment guide is a document containing strategies, principles, and examples that teachers can use in planning, implementing, and evaluating learning. The learning in question includes activities to analyze basic competencies and how to achieve these basic competencies as learning objectives. Assessment is an activity during the learning process to achieve evidence of achievement of basic competencies. Learning and assessment are one cycle, where assessment provides information about learning that needs to be designed, and then assessment is used to check the effectiveness of ongoing learning.

Assessment is an inseparable activity in a learning process. Assessment and learning are a unity that cannot be separated in classroom learning activities. Assessment needs to be carried out in learning activities to determine the success of the activities that have been designed by educators (Suardipa & Hengki, 2020). Assessment is carried out in learning activities to provide appropriate feedback in the next learning process (Alimudin et al., 2022). In addition to assessment as appropriate feedback in the learning process, assessment can also be carried out to improve the learning process (Anggraena et al., 2022).

Assessments in ECE are grouped into two, namely formative and summative assessments. Formative assessments are carried out at the beginning and throughout the learning process, which can be carried out at the beginning, in the middle of learning, or after learning. Summative assessments aim to determine students' developmental achievements for six months or one semester, which are usually summative assessments carried out after the learning and teaching process ends.

The implementation of assessments in the independent curriculum is adjusted to the needs, conditions, and characteristics of the activities carried out. The implementation of learning assessments is carried out through several assessment techniques. Several learning assessment techniques at each level of education have certain criteria. Learning assessment techniques in general in the Independent curriculum have a variety of techniques, namely Observation, Performance, Projects, Written Tests, Oral Tests, Assignments, and Portfolios (Anggraena et al., 2022). Meanwhile, the use of assessment techniques in Early Childhood Education Institutions refers to 3 assessment techniques, namely Observation, Performance, and Portfolio (Maisura et al., 2022).

Early childhood education is a very important and primary early age throughout the growth and development of an individual's life. Providing early education is very important to develop all aspects of its development as well as a basis for the next stage of child growth and development by prioritizing play activities while learning. Education has a very large influence and contribution to the development of a child. Education in this case is understood as an action taken by an educator (teacher) or child caretaker to achieve better goals for the child.

During the development period, children who have good development achievements are the dream of every parent and educator. However, the growth and development of children experience various obstacles. In the context of Early Childhood Education (ECE), the Independent Curriculum allows ECE teachers to adjust learning materials to the cultural context, traditions, and environment around children.

Thus, including local wisdom in the learning program contained in the school curriculum is very relevant as part of the development of the independent curriculum which is prepared as a reference for the learning program, this aims to make it easier for children to identify themselves with their surroundings as their identity and feel connected to local cultural values and positive values for the younger generation.

A curriculum is a carefully crafted set of activities based on standards in which students can practice and become proficient in subject-specific knowledge and skills. (Yunita & Suryana, 2022). To ensure that every student has access to quality academic experiences, the curriculum serves as the ultimate guide for all educators on what is important for the teaching and learning process. The organization, structure, and concerns of the curriculum are all designed to enhance student teaching and learning. The objectives, techniques, resources, and evaluations needed to promote efficient teaching and learning must be included in the curriculum (Holifurrahman, 2020).

The Independent Curriculum is one of the current curriculum references. The Independent Curriculum is a replacement curriculum for the previous curriculum, namely the 2013 curriculum. Some of the reasons for changing the curriculum to the Independent Curriculum include efforts to restore learning due to restrictions imposed during the COVID-19 pandemic. The policy for changing the Independent Curriculum refers to the Decree of the Minister of Education, Culture, Research, and

Technology of the Republic of Indonesia Number 56/M/2022 (Ministry of Education and Culture, 2022b). The Independent Curriculum has its characteristics. The characteristics of the Independent Curriculum include the flexibility of educators and quality learning (Culture, Research, and Technology of the Republic of Indonesia, 2022).

In addition, the Merdeka curriculum develops soft skills and character, focuses on essential materials, and flexible learning. The development of soft skills and character is carried out through Pancasila/P5 student profile strengthening project activities, focusing on relevant, essential materials so that education can adjust important and meaningful materials for students, and the implementation of flexible learning is because educators are free to choose activities that are by the learning objectives that have been made and adjust to the learning stage of students (Culture, Research, and Technology of the Republic of Indonesia, 2022). In the Merdeka curriculum in Early Childhood Education Institutions, there are 2 curriculum frameworks, namely Intracurricular activities and P5 activities (Pancasila Student Profile Strengthening Project) (Ministry of Education and Culture, 2022a).

Implementation of the independent curriculum, previously called the prototype curriculum. The independent curriculum is a flexible curriculum based on character and competency as well as activity-based, which has been set by the government starting in 2022/2023 at the elementary and secondary education levels. This curriculum has been implemented in stages. In the implementation of the independent curriculum, there is a reduction in the study load and a reduction in learning hours. The independent curriculum emphasizes the development of competencies as well as the formation of character and the development of student creativity. The implementation of the independent curriculum implies and requires teachers to develop an operational curriculum by referring to content standards, process standards, and educational assessment standards by the school's vision and mission and must be able to carry out minimum competency assessments (AKM).

The Minister of Education, Culture, Research and Technology of Indonesia, Nadiem Makarim, has made a breakthrough with the idea of independent learning. Independent learning means giving students the freedom to choose lessons according to their interests. Independent learning is intended to make students responsible for the tasks they have chosen. With independent learning, it can improve the abilities of teachers and students to innovate and improve the quality of learning independently. The independent curriculum emphasizes freedom to learn, independence, and the development of children's potential. This program is oriented towards developing students' character and skills through interdisciplinary learning involving projects to strengthen the profile of Pancasila students (Afifah, 2019).

Early childhood education curriculum can play a key role in introducing cultural and traditional values from an early age by integrating local and environmental wisdom into the early childhood education curriculum by developing various curriculum elements that can present interesting learning programs that are relevant to current developments to protect and preserve local wisdom in the long term.

Local wisdom is defined as a part of the culture that is a marker or characteristic of ethics and values in local communities that are passed down from generation to generation in a region, which originate from pure social values that are preserved and displayed in cultural expressions as per the geographical and cultural context. Local wisdom is a manifestation of the personality of a community as well as reflecting the orientation or outlook on life of its community (Pangalila, 2020).

Erawati explained that efforts to save the existence of local wisdom values need to be carried out early on, which can be done starting from basic educational institutions such as Early Childhood Education. Local wisdom can be integrated into the curriculum through three options, namely adding local content determined by the local government, developing learning tools based on local wisdom, and applying a model for developing independent learning based on local wisdom.

According to Handayani et al., (2022), local wisdom applied in the independent curriculum is an effort to realize the Pancasila student profile indicator, namely global diversity, where it is hoped that ECE students will be able to maintain local culture so that it is not eroded by foreign culture but can filter foreign culture that is good and useful in developing their capacity as a student. The value of local wisdom can be said to be a smart strategy that can realize a new paradigm in global competence to realize the profile of Pancasila students (Nurasiah et al., 2022).

Based on the results of observations and interviews conducted with teachers and principals at Tanjung State School Kindergarten, North Lombok. Early Childhood Education (ECE) is an important foundation in the formation of character, personality, and cognitive abilities of children. Early childhood is a critical period for physical, social, emotional, and intellectual development. Therefore, learning methods and approaches in ECE must be well-designed to support optimal child growth and development. The Merdeka Curriculum, which is a new education policy in Indonesia, provides flexibility for educators to develop learning that is more contextual and relevant to local needs. The implementation of this curriculum in ECE opens up opportunities for the application of local wisdom in the education process.

North Lombok, with its rich cultural heritage, has great potential to integrate local wisdom into the learning process. Local wisdom, such as the values of cooperation, discipline, cooperation, and respect for nature and others, can strengthen early childhood character education. However, in practice, the integration of local wisdom into the Merdeka curriculum requires appropriate instruments and guidelines, especially related to learning assessments. Assessments play an important role in measuring the effectiveness of learning and early childhood development, both in cognitive, affective, and psychomotor aspects.

Unfortunately, there are still limitations in assessment instruments that are appropriate to the characteristics of early childhood and based on local wisdom. This causes the assessment process to not fully describe the child's development holistically. Therefore, it is necessary to develop assessment guidelines that are not only in line with the Merdeka Curriculum but also integrate the local wisdom of North Lombok. These guidelines must be able to measure child development comprehensively, cover academic and non-academic aspects, and pay attention to the local cultural context.

This research was conducted based on the Merdeka curriculum based on the local wisdom of North Lombok which has been implemented. This research aims to develop an assessment of the learning process and growth of early childhood implementing the Merdeka curriculum based on the local wisdom of North Lombok. The development of an assessment of the learning process and growth of early childhood implementing the Merdeka curriculum based on the local wisdom of North Lombok was carried out using a series of studies from Borg & Gall (2003) which were carried out through ten stages. The resulting product is an assessment instrument. This research aims to:

1. To develop the feasibility of developing assessment guidelines for the learning process and growth and development of Early Childhood Education (ECE) by implementing the independent early childhood education curriculum based on local wisdom in improving teacher abilities in conducting assessments in North Lombok.
2. To develop the practicality of developing early childhood education assessment guidelines and the growth and development of early childhood education, implementing the independent early childhood education curriculum based on local wisdom in improving teachers' abilities in conducting assessments in North Lombok.
3. To develop the effectiveness of the development of assessment guidelines for the learning process and growth and development of Early Childhood Education (ECE) implementing the independent early childhood education curriculum based on local wisdom in improving teachers' abilities in conducting assessments in North Lombok.

## **Literature Review**

### **Learning Process Assessment**

Assessment is an inseparable activity in a learning process. Assessment is important to be carried out in learning activities to determine the success of the activity plan that has been prepared by the educator (Suardipa & Kadek Hengki, 2020). Assessment is a necessity in learning activities to provide accurate feedback for the development of the next learning process (Alimudin, Nihwan, & Zaida, 2022). In addition to assessment as appropriate feedback in the learning process, assessment can also be carried out to improve the learning process (Anggraena et al., 2022).

Assessment is an integral part of the learning process, assessment provides an overview of the design that needs to be made by educators and checks the effectiveness of the implementation of learning activities based on the design that has been made by educators (Maisura et al., 2022). Assessment aims to provide an overview of student development. In carrying out learning activities, assessment has a very important role in the learning process.

Assessment is a component that must be present in planning and implementation. There are 5 assessment principles in the independent curriculum. The principles are: (a). Assessment is an integral part of the learning process, facilitating learning and providing comprehensive information, in the form of feedback to educators, students, and parents/guardians, to be able to guide them in identifying further learning strategies (b). Assessment is designed and implemented by the assessment function, with the freedom to make technical decisions and the time needed to assess to achieve learning objectives effectively, (c). Assessment is designed to be fair, balanced, valid, and reliable to explain learning progress, identify important decisions, and become the basis for developing appropriate further learning programs, (d). simple and informative student progress and achievement reports, providing useful information about personality and skills acquired as well as monitoring strategies and (e). Assessment results are used by students, educators, education personnel, and parents/guardians as a source of ideas to improve learning. (Anggraena et al., 2022).

Assessments conducted in ECE institutions use instruments in accordance with the child's potential and development. Simply put, assessment is a decision-making process that begins with observation, observation activities, or the process of evaluating child development (Masnipal, 2018). Jamaris stated that ECE assessment is an activity carried out to compile correct value information related to the development obtained from the final learning activities of skills and abilities in ECE (Suyadi, 2017).

Conclude from several opinions above regarding early childhood learning assessment, namely as a medium to find out how children develop. By collecting information, observing children's development, and evaluating children's abilities. That way the resulting data is measured according to the guidelines and potential according to children's development.

### **The Concept of Developing Special Assessments in the Implementation of the Independent Curriculum Based on Local Wisdom in North Lombok**

The independent curriculum is a curriculum with extracurricular learning that is more optimized for varied learning content, providing sufficient time for students to explore knowledge concepts and strengthen their competencies (Kemdikbud, 2022). The independent curriculum is a breakthrough by the Minister of Education and Culture of the Republic of Indonesia, where the learning offered becomes more effective and efficient by prioritizing the interests and talents of students. That way, both the learning process and results become more enjoyable.

The development of assessments in the implementation of the Independent Curriculum based on local wisdom in North Lombok aims to create a learning process that is relevant to local needs and culture. Assessments that are designed holistically and inclusively will help monitor early childhood development more effectively.

The basic principles of assessment in the Merdeka curriculum consist of four parts, namely (1) holistic or overall assessment process covering various aspects of child development such as cognitive, social-emotional, motor, and language. (2) process-based, this part focuses on the learning process and child development not just on the final results. (3) inclusive, this part accommodates various backgrounds and needs of children including cultural diversity. (4) child-centered, this part places children at the center of the assessment process considering their interests, needs, and talents.

The integration of local wisdom of North Lombok consists of three parts, namely (1) cultural values, integrating local cultural values and traditions such as cooperation, togetherness, and respect for nature into the assessment. (2) local practices, in utilizing local activities and practices in the assessment process, for example playing traditional games, folk tales, and community activities. (3) local language, in using local language to communicate and assessment instruments to make children feel more comfortable and understand instructions well.

There are four types of assessments developed, namely (1) formative assessment, using observation, questions and answers, and daily reflection to monitor children's development continuously. (2) summative assessment, using final assessment to assess children's achievements after a certain learning period. (3) portfolio, collecting children's work such as drawings, writings, and projects to assess their overall development. (4) performance assessment, assessing children's skills through practical activities such as role-play, group projects, and outdoor activities that reflect local culture.

The assessment development steps consist of six parts, namely (1) needs analysis, identifying the specific needs of children in North Lombok based on local culture and context. (2) instrument design, designing an assessment instrument that is by the principles of the Merdeka curriculum and integrating local wisdom. (3) instrument validation, involving education experts and local community leaders to validate the assessment instrument that has been designed. (4) teacher training, providing training to ECE teachers on the use of assessment instruments and the application of local values in learning. (5) trial and revision, conducting a trial of the assessment instrument in several ECEs in North Lombok, collecting feedback, and making revisions according to the trial results. (6) collaboration with the community, involvement of traditional leaders, and strengthening the role of parents.

Dissemination and socialization. Sourced from the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2020 concerning Early Childhood Education Process Standards. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 37 of 2018 concerning Early Childhood Education Graduate Competency Standards. Decree of the Minister of Education and Culture of the Republic of Indonesia Number 719/P/2020 concerning Guidelines for Curriculum Implementation in Educational Units in Special Conditions.

### **Early Childhood Growth and Development**

Early childhood development refers to a dynamic and interactive process involving physical growth as well as cognitive, motor, social emotional, and language development in children from birth to about 6 years of age. This period is very important because it is the foundation for the child's further development. (Santrock, 2011).

Aspects of early childhood growth and development consist of 5 parts, namely:

1. Physical growth involves biological changes in a child's body including height and weight gain, as well as muscle and bone development. (Siyuan; 2022)
2. Cognitive development includes a child's ability to think, learn, and solve problems. This includes the development of executive functions such as memory, attention, and problem-solving. (Lei Wang; 2021)
3. Social-emotional development involves a child's ability to understand and manage their emotions and interact with others effectively. (Lydia; 2022)
4. Language development improves a child's ability to communicate, including speaking, understanding language, and developing reading and writing skills. (Evan; 2021)
5. Motor development improves skills related to muscle coordination, both gross motor skills such as walking and running, and fine motor skills such as grasping and writing (Krisrian; 2021).

**Framework of Thinking**

The framework of thinking is a flow of reasoning that is on the problem and theme in the research and is based on theoretical studies. The framework of thinking for the research is presented in the following image,

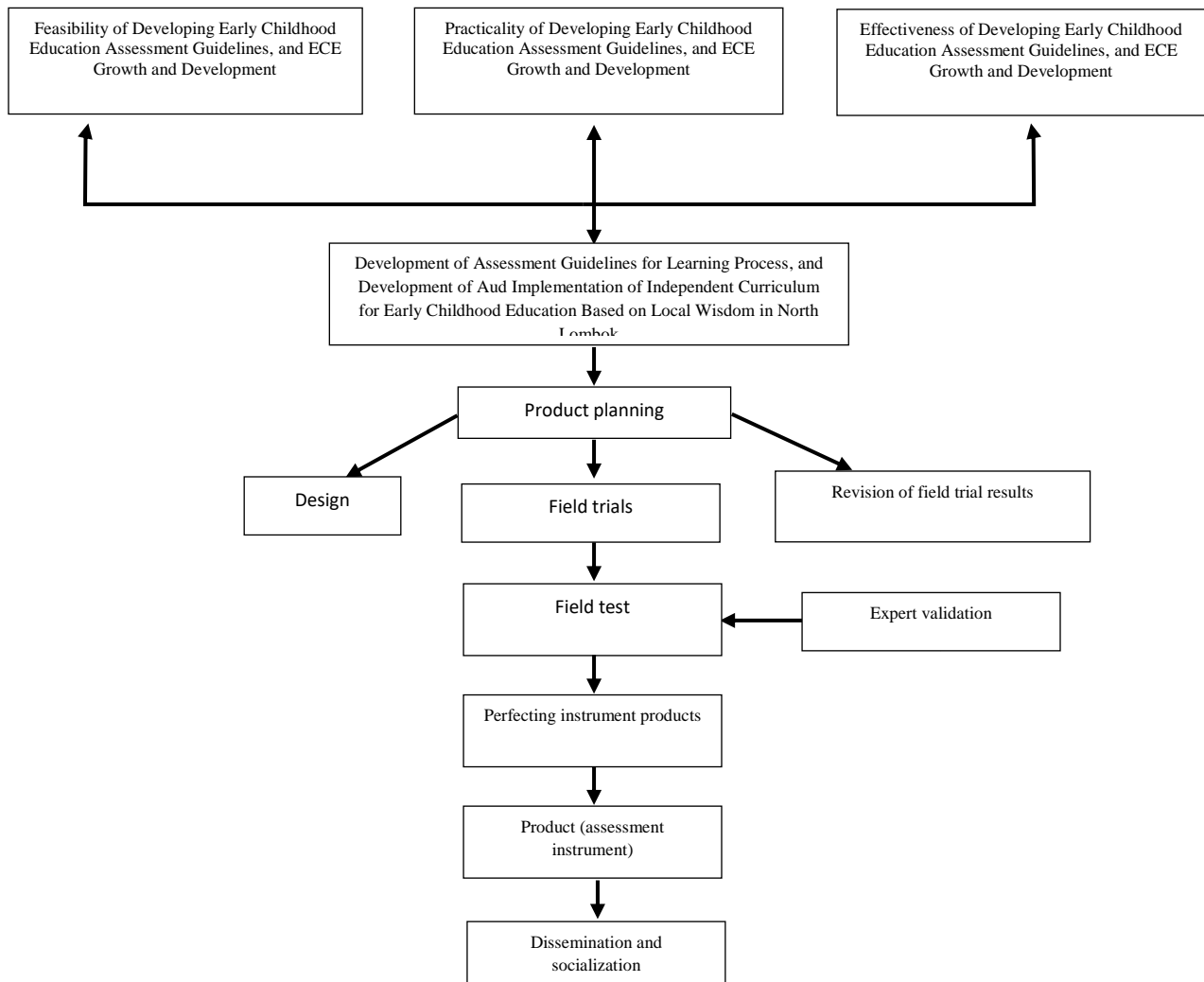


Figure 1 Thinking Framework

## Research Methods

This research is a Research and Development (R & D) study. Research and development is a research method used to produce certain products and test the effectiveness of the product (Sugiyono, 2017). Research and development is directed to produce new products with different stages and processes which then test the effectiveness of the product. This type of development is not intended to test theory but is development that is oriented towards producing or developing and validating a product, as stated by Borg & Gall (in Sugiyono, 2017) that the development of learning products is a process to develop and validate products used in education. This research and development is a modification of the Borg and Gall model which is described in 10 (ten) stages presented in Figure 3.1 below.

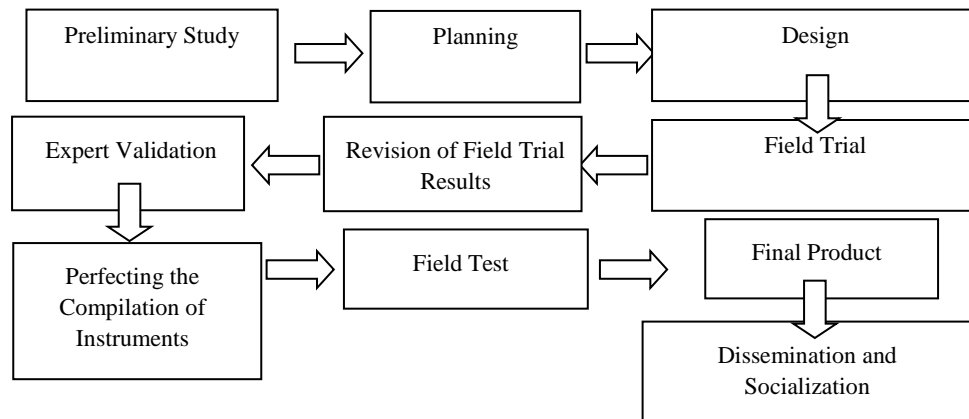


Figure 2. Steps in Developing Borg & Gall Assessment Guidelines

The location research was conducted at the Tanjung State School Kindergarten, this school has implemented the Merdeka curriculum in North Lombok Regency to see the feasibility of early childhood learning and development assessment tools and to see the effectiveness of early childhood learning and development assessment tools carried out in July. The subjects in this research were class B teachers at Tanjung State School Kindergarten. The data collection technique used in this study was a non-test instrument consisting of interview sheets, documentation, scales, observation sheets, and questionnaires. Data analysis of the effectiveness of the assessment guidelines for the learning process and early childhood development was obtained from the initial test (pre-test) which aims to determine the initial abilities of teachers and the final test (post-test) which aims to determine the final abilities of teachers after the implementation of the treatment of the development of assessment guidelines for the learning process and early childhood development implementation of the independent curriculum for early childhood education based on local wisdom in North Lombok. Data must meet the prerequisite test, namely the data normality test. If the data is stated in a normal distribution, then a comparative analysis can be carried out in the form of a t-test.

## Research Result

### Effectiveness Test Results

Assessment of the learning process using the development of assessment guidelines for the learning process and early childhood development of the implementation of the Merdeka ECE curriculum based on local wisdom in North Lombok was carried out in class B3 of Tanjung State Kindergarten. To measure the effectiveness of the assessment guidelines for the learning process and early childhood development, pretest, and posttest instruments were used in the areas of assessment, early childhood development, performance assessment, project assessment, portfolio assessment, assessment of student



work results, and teacher responses to the implementation of the assessment. The results of the trial are described in Table 1. The results of the trial conducted in class B3 in the areas of learning process assessment, early childhood development, performance assessment, project assessment, portfolio assessment, assessment of student work results, and teacher responses to the implementation of the assessment. Before the assessment treatment was carried out, the old indicators and instruments were still used, and teachers had difficulty conducting the assessment because the aspects did not change to be assessed. After being given the assessment guidelines for the learning process and early childhood development of the Merdeka ECE curriculum, there was an increase in results when conducting the posttest.

Table 1. Results of Pretest and Posttest Assessment

Variables	Item	Min value	Max value	Number of questions	Question form
Assessment of learning process	Pre-test	204	213	55	Statement
	Post-test	210	215	55	Statement
Early Childhood Growth and Development	Pre-test	266	283	75	Statement
	Post-test	283	286	75	Statement
Performance assessment	Pre-test	54	56	15	Statement
	Post-test	56	58	15	Statement
Project Assessment	Pre-test	45	46	12	Statement
	Post-test	46	47	12	Statement
Portfolio Assessment	Pre-test	43	45	12	Statement
	Post-test	45	46	12	Statement
Assessment of Student Work Results	Pre-test	43	45	12	Statement
	Post-test	45	47	12	Statement
Teacher Response	Pre-test	68	70	18	Statement
	Post-test	70	71	18	Statement

### Normality Test Results

The prerequisite analysis test was carried out with a data normality test because this study used paired samples from the same individual or research object so that it can be assumed to be homogeneous. Based on the results of the normality test using SPSS 27 Shapiro Wilk where the sample used was small, it is described as follows:

1. The pretest result of the learning process assessment was 0.498 and the posttest result was 0.532. The results were declared normal because the significance value was  $> 0.05$ .
2. The pretest result of early childhood growth and development was 0.478 and the posttest result was 0.496. The results were declared normal because the significance value was  $> 0.05$ .
3. The pretest result of the performance assessment was 0.453 and the posttest result was 0.514. The results were declared normal because the significance value was  $> 0.05$ .
4. The pretest results of the project assessment were 0.460 and the posttest results were 0.530. These results were declared normal because the significance value was  $> 0.05$ .
5. The pretest result of the portfolio assessment was 0.460 and the post-test result was 0.499. The results were declared normal because the significance value was  $> 0.05$ .
6. The pretest result of the assessment of students' work results was 0.460 and the posttest result was 0.530. These results are declared normal because the significance value is  $> 0.05$ .
7. The pretest result of teacher response was 0.476 and the posttest result was 0.523. The result was declared normal because the significance value was  $> 0.05$ .

So it can be concluded that the pretest and posttest data of the learning process assessment, early childhood development, performance assessment, project assessment, portfolio assessment, assessment of student work results, and teacher responses to the implementation of the assessment. Stated to be normally distributed.

### **Paired Sample T-Test Results**

After conducting the prerequisite test, then conduct a comparative analysis test. The comparative analysis test in this study was conducted using a paired sample t-test with the help of SPSS. The results of the analysis of teacher responses to the implementation of the learning process assessment guidelines with SPSS version 27 obtained the following output:

#### **Results of the Paired Sample T-Test of Teachers' Responses to the Implementation of the Learning Process Assessment Guidelines.**

Based on table 4. It is explained that there is a difference between the average value before treatment, which is 3.78 (pretest), and the value after treatment, which is 3.89 (posttest) in the implementation of the learning process assessment guidelines. In this data, it can be seen that after using the learning process assessment guidelines in the assessment process, it increased by around 0.21. Because the average result of the implementation of the learning process assessment guidelines in the pretest was 3.78 < posttest 3.89, it can be interpreted that there is a change in the average implementation of the learning process assessment guidelines before and after treatment. Furthermore, to prove whether the difference is truly significant or not, we need to interpret the results of the paired sample t-test.

From the output results of the paired sample t-test using SPSS version 27, the sig. (2-tailed) value is 0.00. Based on decision-making in the paired sample T-test, if the sig. (2-tailed) value < 0.05 then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted. In the data above, the sig. (2-tailed) value is 0.00 < 0.05 so it can be concluded that there is a significant difference between the pretest and posttest results, which means that there is an influence of the use of learning process assessment guidelines to improve teachers' abilities in carrying out the assessment process at Tanjung State School Kindergarten.

### **Perfecting the Instrument Arrangement**

The instrument development stage aims to produce a comprehensive and relevant assessment tool for early childhood development and is integrated with the local wisdom values of North Lombok. The instrument development process is based on literature reviews, input from experts, and field observations.

One of the innovations in the preparation of this instrument is the integration of the local wisdom of North Lombok, such as traditional games, folklore, and local culture in the assessment process. This aims to ensure that the assessment not only measures children's academic abilities but also social, cultural, and emotional aspects that are appropriate to their local context.

After the instrument was prepared, validation was carried out by experts to ensure the accuracy and suitability of the instrument with the Merdeka Curriculum standards. This validation process resulted in several revisions to the instrument to improve the clarity of the indicators, suitability for child development, and integration of local wisdom values.

### **Field Test**

Field testing is an important stage in this research, which aims to test the effectiveness of the assessment guidelines in a real context. The field test involved ECE teachers and children in North Lombok and used various data collection techniques, such as observation and interviews.

In the implementation of the field test, teachers implement assessment guidelines in learning activities. These guidelines are then applied in the classroom, and observations are made to evaluate child engagement, instrument effectiveness, and the relevance of local wisdom values.

The results showed that these guidelines can be implemented well by teachers and have a positive impact on the learning process. Children are actively involved in activities that integrate local culture. However, some obstacles emerged, such as the need for further training for teachers on more effective implementation methods.

### **Final Product**

Based on the results of the field test, the assessment guidelines were refined by making necessary adjustments to make them more practical and effective in their implementation. Revisions based on feedback from teachers during the field test were used to refine the instrument. Instruments that were considered too complex were simplified, and additional guidance was added to help teachers implement the assessment more easily. The final product is also equipped with more detailed practical guidance, including examples of assessment scenarios that are relevant to local cultures and can be adapted according to the situation in the field.

### **Dissemination and Socialization**

After the final product was refined, dissemination and socialization activities were carried out to introduce these assessment guidelines to stakeholders, including teachers, principals, and education supervisors in North Lombok. This activity aims to provide an in-depth understanding of the use of assessment guidelines, as well as provide a discussion space for various challenges and solutions in their implementation. In addition to educators, socialization was also carried out in the community and local communities. This is important so that they can support the implementation of local wisdom values in ECE education.

### **Discussion**

This study focuses on the development of assessment guidelines for the learning process and early childhood development of the implementation of the independent curriculum for early childhood education based on local wisdom in North Lombok. The main finding of this study is a significant increase in the implementation of the learning process assessment after using the assessment guidelines for the learning process and early childhood development with the Borg & Gall model. This study uses the Borg and Gall development model which consists of 10 main steps designed to develop educational products systematically. This model emphasizes a cycle involving product development, testing, revision, and evaluation. The application of the Borg and Gall model in the development of learning process assessment guidelines in early childhood education produces assessment guidelines that are appropriate, contextual, and based on local wisdom in North Lombok.

### **Preliminary Study**

The initial stage of this research involved collecting information related to learning conditions and assessments in ECE in North Lombok. Data was collected through literature studies, interviews with ECE practitioners, and direct observations in the field. The main focus of information collection is to understand the characteristics of early childhood in North Lombok, learning conditions, the application of local wisdom, and assessment needs relevant to the Merdeka Curriculum.

Based on the results of the information collection, it was found that many educators in North Lombok still have difficulty integrating local wisdom into the learning and assessment process. In

addition, there is a need for assessment guidelines that accommodate local cultural values in assessing child development.

### **Planning**

Once the information is collected, the next step is to design assessment guidelines that can be implemented in ECE. Planning involves determining the objectives of the guidelines, assessment content that will be integrated with local wisdom, and the preparation of indicators and assessment instruments. Planning produces an initial draft of assessment guidelines that focus on aspects of early childhood development that include cognitive, social-emotional, and physical development, as well as how to measure this development using methods that reflect local wisdom such as the use of folklore, traditional games, and regional languages.

### **Design**

At this stage, the initial product draft development is carried out, and the initial draft of the assessment guidelines is developed based on the data that has been collected and the planning that has been done. The development is carried out by considering the suitability between early childhood development indicators and local values. The guidelines produced include assessment instruments that involve local culture-based activities, such as evaluation through traditional games and the use of regional stories in assessing children's language and social development.

### **Field Trial**

The developed assessment guidelines were piloted on a small scale in several ECEs in North Lombok. Teachers were asked to apply the guidelines in their learning and assessment processes and to provide feedback on their practicality and effectiveness. The field trials showed that most teachers found the guidelines helpful, but some stated that they needed further training to be able to integrate local wisdom effectively. Some assessment instruments need to be adjusted to make them easier for teachers and students to understand.

### **Revision of Field Trial Results**

Based on the results of the field trial, the assessment guidelines were revised to improve practicality and relevance. Revisions were made mainly to the assessment instruments and methods of integrating local wisdom into learning. The revised guidelines include more detailed guidance on how to implement local culture-based assessments, as well as simpler and easier-to-apply assessment instruments for teachers.

### **Expert Validation**

At the expert validation stage, the draft assessment guidelines that have been developed are submitted to competent experts in the field of early childhood education, and learning assessment. Each expert is asked to provide an assessment of several aspects of the guidelines. After the validation process was carried out, the results showed that these assessment guidelines had met the established academic and pedagogical criteria, with several important notes for improvement.

Based on the results of expert validation, revisions were made to improve several parts of the assessment guidelines. This revision includes several assessment instruments simplified to be more practical and applicable in various ECE contexts, both in urban and rural areas in North Lombok. For example, the instrument that was originally project-based and too complex was simplified into daily activities that are more familiar to teachers and children.

The guidelines are complemented by more detailed technical guidance to help teachers understand how to apply assessments in various learning situations. Examples of the use of local wisdom-based assessment tools are also included to make it easier for teachers to apply them in the classroom. The structure of the guidelines has been improved to be more systematic and the visualization of the assessment instruments has been improved to make them easier to understand. The reorganization of the guidelines section was carried out to improve ease of use in the field.

Expert validation contributes significantly to improving the quality of assessment guidelines. This process ensures that the developed guidelines have a strong academic foundation and high practical relevance so that they can provide optimal benefits for teachers, students, and policymakers in North Lombok. The final results of the validated and revised guidelines are expected to be widely implemented and support the growth and development of early childhood through learning that is by local cultural values and the principles of the Merdeka Curriculum.

### **Perfecting the Compilation of Instruments**

In the early stages of this research, the preparation of instruments was carried out based on the results of literature reviews, field observations, and input from early childhood education experts and local wisdom in North Lombok. The instruments prepared include assessment tools that focus on early childhood growth and development, including cognitive, motor, social-emotional, and language development integrated with local wisdom.

The preparation of this instrument involves the integration of the local wisdom of North Lombok, such as the use of traditional games, folklore, and cultural activities that are relevant to early childhood development. This aims to enable children to learn through an approach that is contextual and relevant to their cultural environment.

The instruments that have been prepared are then validated by education experts, who provide input for improvement and refinement. This input includes the suitability of the content, the practicality of the application, and conformity with the Merdeka Curriculum standards. Based on the validation results, revisions were made to several parts of the instrument to make it more practical and in accordance with the local context.

The revised assessment guidelines were well received by educators and showed improvements in the quality of assessments, especially in terms of cultural relevance. Teachers felt more confident in integrating local culture into their learning.

### **Field Test**

The field test phase was conducted to test the effectiveness and practicality of the assessment guidelines that had been developed in a real environment. This field test involved ECE teachers and children in North Lombok as participants and used qualitative and quantitative approaches to evaluate the implementation of the guidelines.

Field testing was conducted in several stages. First, training was given to ECE teachers on how to use assessment guidelines based on local wisdom. After training, the guidelines were implemented in teaching and learning activities in ECE classes.

During the field test, data were collected through observation, interviews, and questionnaires. The aspects evaluated included children's involvement in learning, the effectiveness of assessment instruments, and the relevance of local wisdom in supporting children's development. The results of the field test showed that the assessment guidelines could be implemented well in the North Lombok ECE environment. Teachers felt that these guidelines helped them in measuring children's development

holistically. However, there were several challenges faced, such as time constraints in implementing the assessment and the need for further guidance for certain situations.

## **Final Product**

After the field test phase, the evaluation results were used to refine the assessment guidelines. Refinement of the final product was carried out by improving several aspects based on feedback received from teachers and observation results during the field test as follows:

### **1. Instrument Repair**

Instruments that are considered too complex are simplified, especially in terms of the application of local wisdom which must be more flexible in various contexts. Additional guidance is included to help teachers choose assessment tools that are appropriate to the child's condition and learning environment.

### **2. Addition of Practical Guide**

In addition to refining the instrument, the final product is equipped with more detailed practical guidance, including examples of the use of assessment instruments in real scenarios in ECE classes. This aims to make it easier for teachers to understand and apply the guidelines in daily activities.

## **Dissemination and Socialization**

After the final product was perfected, the dissemination and socialization stages were carried out to introduce the assessment guidelines to educators and related parties in North Lombok.

### **1. Dissemination Method**

Dissemination is carried out through various activities, such as workshops, seminars, and training for ECE teachers, principals, and education supervisors. These workshops and seminars aim to introduce the concept of local wisdom-based assessment and how to integrate it into daily learning in ECE.

### **2. Socialization**

In addition, socialization was also carried out to the community and local communities, researchers also published articles on the development of assessment guidelines for the learning process and development of early childhood implementation of the independent curriculum for early childhood education based on local wisdom in North Lombok so that they understand the importance of education that integrates local wisdom values. This is expected to encourage community support for the implementation of assessment guidelines in early childhood education schools.

## **Conclusion**

The conclusions obtained from the development of assessment guidelines for the learning process and growth and development of early childhood education implementing the independent early childhood education curriculum based on local wisdom in North Lombok are as follows:

1. The assessment guidelines for the learning process and growth and development of early childhood, the implementation of the independent early childhood education curriculum based on local wisdom of North Lombok, which were developed are very valid and reliable so that they are suitable for use to improve teachers' abilities in conducting assessments and evaluations of early childhood growth and development in class B3 students or those aged 5-6 years.

2. The assessment guidelines for the learning process and growth and development of early childhood, the implementation of the independent early childhood education curriculum based on local wisdom in North Lombok, which was developed, are included in the very practical category based on the results of practicality observations filled in by practitioners.
3. Guidelines for assessing the learning process and growth and development of early childhood, the implementation of the independent early childhood education curriculum based on local wisdom of North Lombok which was developed effectively to improve teachers' abilities in conducting assessments and evaluations of early childhood growth and development in class B3 students or 5-6 years old.

### ***Recommendation***

1. Guidelines for assessing the learning process and growth and development of early childhood, the implementation of the independent curriculum for early childhood education based on local wisdom in North Lombok can be used as a practical reference in carrying out the assessment process in schools.
2. ECE teachers need to be given more intensive and continuous training in understanding and using this assessment instrument. Training is not only about assessment techniques but also about how to integrate local wisdom into the learning process in accordance with the Merdeka Curriculum.
3. Suggestions for further instrument development require further adjustments in the preparation of assessment instruments to better suit the individual needs of children and local characteristics. Developers should involve more field practitioners (ECE teachers) and parents in refining the instrument so that the results obtained truly reflect conditions in the field.

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