



**A Survey On The Implementation Of Fine Motoric Portfolio
Assessment Of Children Aged 4-6 Years By Kindergarten
Teachers In Pare Sub-District**



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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan penilaian portofolio motorik halus anak usia 4-6 tahun oleh guru TK Se-Kecamatan Pare, Kabupaten Kediri, Jawa timur. Jenis penelitian menggunakan metode kuantitatif, peneliti mengambil jenis survei yaitu tipe cross-sectional, jenis ini mengacu pada penelitian yang dapat dilakukan dengan mengumpulkan data hanya sekali. Populasi dalam penelitian ini adalah guru TK se-Kecamatan Pare yang berjumlah 45 sekolah. Hasil penelitian menunjukkan bahwa sebanyak 18 guru TK se-Kecamatan Pare melaksanakan penilaian portofolio motorik halus anak usia 4-6 tahun dengan sangat baik, sebanyak 23 guru melaksanakan penilaian portofolio motorik halus anak usia 4-6 tahun dengan baik, sedangkan sebanyak 5 guru atau melaksanakan penilaian portofolio motorik halus anak usia 4-6 tahun dengan cukup baik. Rata-rata (mean) skor responden dari hasil penelitian pelaksanaan penilaian portofolio motorik halus anak oleh guru TK se-Kecamatan Pare, Kabupaten Kediri, Jawa timur yaitu sebesar 77.02. Penilaian portofolio yang dilakukan oleh guru sudah mengikuti tahapan penilaian portofolio. Tahapan penilaian portofolio guru TK se-Kecamatan Pare yaitu: (1) menentukan tujuan portofolio, (2) penentuan isi portofolio, (3) dan menentukan kriteria dan format penilaian. Guru belum melibatkan anak maupun orang tua dalam penilaian portofolio motorik halus anak usia 4-6 tahun..

Abstract

This research aimed to describe the implementation of fine motor portfolio assessments for children aged 4-6 years by kindergarten teachers in Pare Sub-district, Kediri Regency, East Java. This research used quantitative methods, where researchers took a cross-sectional type survey. This type refers to research that can be carried out by collecting data only once. The population in this study were kindergarten teachers in Pare Sub-district, totalling 45 schools. The research results showed that 18 kindergarten teachers in Pare District carried out the fine motor portfolio assessment of children aged 4-6 years very well, 23 teachers carried out the fine motor portfolio assessment of children aged 4-6 years well, while 5 teachers assessed

	the fine motor portfolio of children aged 4-6 years quite well. The average (mean) score of respondents from the research results on the implementation of children's fine motor portfolio assessments by kindergarten teachers in Pare District, Kediri Regency, East Java, was 77.02. The teacher's portfolio assessment has followed the portfolio assessment stages. The stages for assessing portfolios of kindergarten teachers in Pare Sub-district are determining (1) the objectives of the portfolio, (2) the contents of the portfolio, and (3) the criteria and format for the assessment. The teachers did not involve children or parents in assessing the fine motor portfolio of children aged 4-6 years.  Jurnal Indria (Jurnal Ilmiah Pendidikan Prasekolah dan Sekolah Awal) is licensed under a Creative Commons Attribution 4.0 International License.
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INTRODUCTION

Facing the challenges of the new era in Kindergarten requires innovative educational staff who can overcome information technology challenges. The development of information communication technology skills and knowledge is the basis for the development of lifelong learning skills through various forms of formal and informal education. Creating new roles and tasks requires continuous professional development for educators to continuously improve knowledge, skills, and abilities and develop professional competence (Stošić, 2015).

Class assessment is a process in which teachers collect and use information to provide grades for student learning outcomes. In a course, student learning outcomes describe processes, activities, or performance. To assess learning outcomes, students need to be observed while studying. Portfolios provide follow-up material for student work that has been completed so that teachers and students have the opportunity to develop their abilities (Oktofa & Nursangaji, 2013).

One form of assessment in kindergarten is a portfolio. A portfolio assessment is an ongoing assessment based on a collection of information showing the development of students' abilities in a particular period. This information can be in

the form of students' work or documents produced in learning processes that are considered the best by students (Nida Yusroniyah, 2023).

The educational portfolio still plays an important role in the assessment of children. A portfolio is a collection of work designed to represent a child's efforts, progress, and achievements. Focused Portfolio (Gronlund, 1998) is an authentic assessment process that can be utilized by early childhood teachers who serve children from birth to 5 years of age to document their growth and development.

Portfolios can be used to develop a dynamic picture of students' abilities, understand and be critical about interpreting information, use creativity and innovation in solving problems, and express ideas concisely and efficiently (Wulan, 2020).

A portfolio often becomes a collection of student artifacts that include a collection of everything, rather than a well-implemented assessment tool. Such a cumulative portfolio produces more documents in the form of a scrapbook than an automatic assessment. However, there is a need for authentic assessment tools that focus on identifying children who are at risk and providing intelligence to prevent school failure in the future (Fuchs et al., 2006).

Systematic work with a portfolio provides parents with a deeper knowledge of children, allows them to monitor children's development, and is also a good tool for discussing early childhood between teachers and parents. This also impacts family and pre-school collaboration (Lumaauridlo et al., 2021). The main function of a portfolio is to identify children, their strengths and weaknesses, and develop skills that have been determined to lead to appropriate plans for their subsequent development (Ge et al., 2021). In their counseling, its function is primarily informative and diagnostic, different from the other (Lumaauridlo et al., 2021), which, among other things, notes the importance of increasing the competence of rolling professionals. In other words, it provides feedback to students regarding educational content at two levels. At one level, students can assess whether the child has understood educational content based on the documents included in the portfolio and also whether the content has aroused the child's interest in the topic. At another level, students can carry out work that aligns with the child's interests, incorporating it into educational content.

Based on this background, the researchers wanted to know and examine how TK Aisyah Bustanul Athfal 1 Pare teachers carried out the fine motor portfolio assessment of children aged 4-6 years. Therefore, this research aimed to ascertain how TK Aisyah Bustanul Athfal 1 Pare teachers implemented the fine motor portfolio assessment of children aged 4-6 years.

LITERATURE REVIEW

Assessment is a tool or method educators use to assess, develop, and carry out students' academic preparation, skills development, learning progress, and educational success. In simple terms, the learning process is an evaluation process based on established rules to understand students' character, measurable or unmeasurable (Rosnaeni, 2021).

Authentic assessment or assessment is more broadly defined as an assessment that evaluates holistically, starting from input, processes, and outcomes or learning outcomes. Authentic assessments are carried out to assess emotional abilities or attitudes, cognitive abilities or knowledge, and psychomotor abilities or skills (Zaidon & Ali, 2015).

Meanwhile, a portfolio is usually a collection of student work or student notes that are well documented and ordered. Portfolios can include assignments completed by students, student responses to student questions, student observation notes, student interview notes, activity reports, and essays written by students (Education Assessment Center Team, 2019).

A portfolio is a systematic collection of student work. This collection will help students themselves and assess student growth and development. A portfolio is a diverse, in-depth, and well-developed visual development that addresses student achievements, abilities, strengths, weaknesses, knowledge, and skills, covering various backgrounds (Poerwanti, 2015).

Portfolio assessment can be explained as a collection of students' work that is summarized and arranged systematically due to their learning activities over the past semester. The results of this work allow teachers to see the development of students' knowledge, attitudes, and skills as assessment materials (Basuki, 2014).

The most important component in a portfolio is the objective, which forms the objective of the portfolio. Without objectives, students will have no direction and will usually work on their portfolios as is. Portfolio learning objectives consist of general and specific objectives. Portfolio-based learning aims for children to participate in the learning process by practicing and gaining experience from various activities and discussing all the results and abilities obtained from the activities (Yus, 2018).

Wina Sanjaya explained that several steps are taken in carrying out portfolio evaluation. The first step is to determine the portfolio objective, the second is to determine the portfolio contents, and the third is to determine the portfolio objective, criteria, and assessment method. Understanding the objectives of the portfolio will be useful in obtaining student evidence and the methodology used to develop the evidence. The contents and materials of the portfolio are the next step in the process after establishing the goal. The contents of the portfolio must promote the development of students' abilities to meet the competency standards contained in the curriculum. The final step is to develop a procedure and format for assessing the success of the learning process and the results produced in each learning area. This is intended as a standard of comparison for students' learning success and overall learning processes. Assessment criteria are divided into two main categories, namely learning process criteria and learning outcome criteria (Sanjaya & Budimanjaya, 2017).

Fine motor skills are movements that involve certain parts of the body and are carried out by small muscles and require careful coordination (Aulina, 2017). According to Nurlaili (2019), "Fine motor skills are movements that only involve the upper body and are carried out by small muscles, including skill in using the fingers and precise hand movements.

Motor development is a progressive increase in control and ultimate ability to carry out movements that are obtained through the interaction between genetic (innate) factors and maturity (maturation) as well as training/experience during life that can be seen through changes/implementation that was carried out (Khaironi, 2018).

METHODOLOGY

This research used a quantitative research method. The quantitative research method is research that basically uses a deductive-inductive research method. This development begins with a theoretical framework, expert ideas, and understanding based on research experience, then progresses to asking questions and developing validation (validation) or rejecting the results of empirical field data (Sugiyono, 2017).

Quantitative methods are designed to test theories, establish facts, show relationships between variables, provide statistical descriptions, estimate and predict results. Research designs that use quantitative methods must be structured, detailed, formal, and designed as completely as possible in advance. The design is specific and detailed because it is a research plan that is actually planned to be carried out (Tanzeh & Arikunto, 2020).

In this research, the researchers used a survey method. Many researchers who used quantitative research chose the survey research method. This method can collect data from places that occur naturally, but in the process researchers have to find out the most effective ways to collect data, for example, by conducting questionnaires, telephone interviews, etc. By using this method, researchers can easily collect data that can later be obtained to ultimately solve research questions (Sugiyono, 2017). In this type of quantitative research, the researchers used the survey type, namely the cross-selective type. This type refers to research that can be carried out by collecting data only occasionally (perhaps daily, weekly, or monthly) to answer research questions (Maidiana, 2021).

The aim of cross-selective research is to collect data without information from the population that has been identified. Data or information collection involves collecting only one time, and sometimes data collection is also carried out continuously over a certain period, while digital refers to collecting data or information continuously over a certain period, the future.

RESULTS AND DISCUSSION

Research Results

Before carrying out the research, the researchers first examined the validity of the statement items contained in the questionnaire. This validity test was carried out to determine whether or not the statement items used in studying parents' parenting patterns and students' difficulties were valid. This validity test consists of a validity test by 3 expert lecturers.

Table 1. Intraclass Correlation Coefficient Reliability Test of Expert Validation

Intraclass Correlation Coefficient							
	Intraclass Correlation ^a	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	.475 ^b	-.156	.416	1.520	1	2	.234
Average Measures	.821 ^c	-.679	.416	1.520	1	2	.234

Table 1 shows that the intelligence class correlation coefficient calculation using SPSS produced an analysis with an average agreement between individual rates of 0.475, while the ultimate consistency rate was 0.821, indicating high stability (Streiner & Norman, 2008; Yudha, 2020).

The description of the data from the research results aimed to describe the results of data collection about the responses of the respondents to the questionnaire that was sent to the respondents to carry out various studies in the implementation of the fine motor portfolio assessment for children aged 4-6 years by the Kindergarten teachers in Pare Sub-district. The ultimate data to identify the implementation of the fine motor skills portfolio for children aged 4-6 years by the Kindergarten Group in Pare Sub-district was revealed using an instrument consisting of 25 statements and divided into three variable sub-variables, namely: (1) preparation stage, (2) implementation stage, and (3) assessment stage.

After the research data had been collected, the data were analyzed using quantitative descriptive analysis techniques using the Benchmark Assessment Method (PAP). An analysis of data on the implementation of the fine motor portfolio assessment for children aged 4-6 years old by the Kindergarten teachers in Pare Sub-district shows the following scores:

Table 2. Frequency of Teachers in Carrying Out Fine Motor Portfolio Assessments for Children Aged 4-6 Years by Kindergarten Teachers in Pare Sub-district

No	Interval	Category	Frequency
1	81-100%	Very Good	18
2	61-80%	Good	23
3	41-60%	Quite Good	5
4	21-40%	Deficient	0
5	0-20%	Poor	0
Total			46

In this way, it can be seen that 18 kindergarten groups in Pare Sub-district carried out the fine motor portfolio assessment of children aged 4-6 years very well, 23 groups carried out the assessment of the fine motor portfolio of children aged 4-6 years very well, while 5 groups carried out the assessment Portfolio of fine motor skills for children aged 4-6 years quite well. The average (mean) response score from the research results of the implementation of the assessment of children's fine motoric portfolios by Kindergarten teachers in Pare District, Kediri Regency, East Java, was 77.02.

Table 2 shows the frequency of the fine motor portfolio assessment carried out by the Kindergarten teachers in Pare Regency on children aged 4-6 years in Kindergarten (presented in the form of a graph) is as follows:

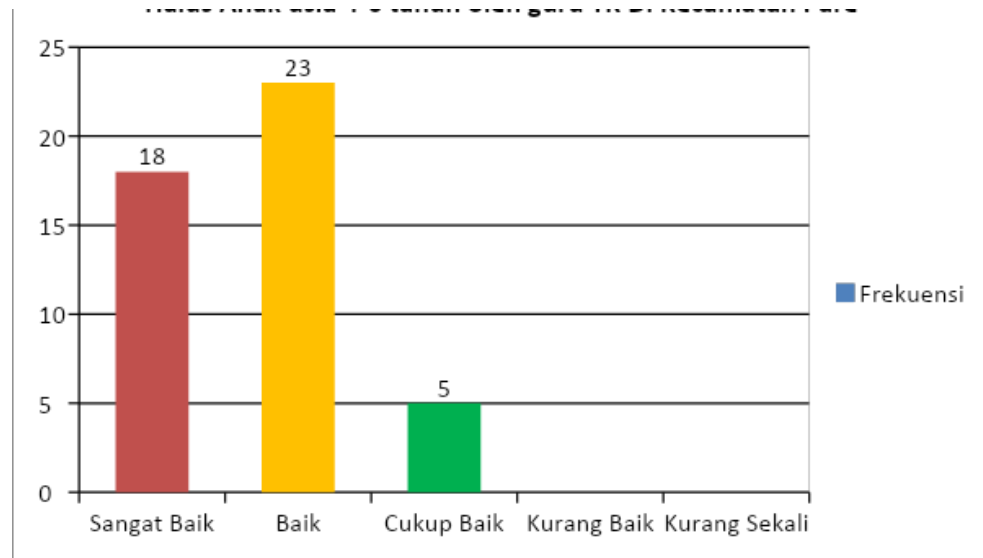


Figure 1. Teacher Frequency Diagram in Implementing Fine Motor Portfolio Assessments for Children Aged 4-6 Years by Kindergarten Teachers in Pare Sub-district

The implementation of the fine motor portfolio assessment of children aged 4-6 years by Kindergarten teachers in Pare Sub-district includes the criteria of very good, good, and quite good. If the process is consistent, several stages that must be carried out in a portfolio assessment, including determining the portfolio's objective, the contents of the portfolio, and determining the criteria and format of the assessment.

Kindergarten teachers in Pare Sub-district had carried out a portfolio assessment based on the portfolio assessment stages, which consist of the preparation, implementation, and assessment stages.

a. Preparation Stage

The preparation stage carried out by teachers is the identification of learning objectives in the Daily Activity Plan (RKH). The results of learning activities in the portfolio are completed with the RKH. This means that the learning objectives in the RKH are completed with the child's work in the portfolio. The teachers were not sure about the type of portfolio that will be developed, but the researchers have concluded that the type of portfolio developed by kindergarten teachers in Pare sub-district is a presentation portfolio, namely a work that contains the final result of a child's best performance, and profile

collection. A portfolio is a collection of notes and traces of a child's work and abilities for each semester or year.

b. Implementation Stage

Among the portfolios in Pare Sub-district Kindergartens are exhibition portfolios (showcase portfolios) and archival portfolios. The exhibition portfolio (showcase portfolio) in the Pare Sub-district Kindergarten includes the children's best work being displayed on the classroom walls. The work displayed on the classroom walls is the best work of children as determined by the teachers. The teachers did not involve the children in selecting the child's best work to be displayed on the classroom wall. The archival portfolio is all the work of one's children in one semester collected into one. The archival portfolio in Kindergartens in Pare Sub-district consists of 2 forms: book and folio-sized folder.

The archival portfolio produced by the Kindergarten teachers in Pare Sub-district usually only applies to those from the previous years. From each school, most teachers who create a portfolio format are only one teacher, while the others only follow existing formats so that each group has the same portfolio format. The portfolio section contained in the portfolio archive in Kindergartens in Pare Sub-district only includes cover page, which includes the child's identity and the contents of the document with the time for completing the portfolio. The researchers did not see any table of contents, archives, limitations, and teachers' and parents' notes. The teachers did not include child development in the portfolio. Child development was written in the child development report card or usually a report book.

c. Assessment Stage

After the teachers gave 1-4 stars to each child's homework, the teachers wrote the child's assessment on the daily evaluation book. The assessment format includes: good, fluent, creative, skilled, neat, compact, attentive, etc. The evaluation provided by the teachers was adjusted with an evaluation indicator. Assessment of children's daily activities, for example, in formal learning

activities, children's activities are included in the criteria of not creative, starting to be creative, and creative.

After writing the child's daily assessment, the teachers did the monthly assessment. In the monthly evaluation, the teachers used an evaluation form to write a child's assessment, including BB (*belum berkembang*/not yet developed), MB (*mulai berkembang*/starting to develop), BSH (*berkembang sesuai harapan*/developed as expected), BSB (*berkembang sangat baik*/developed very well). After writing the monthly evaluation, the teachers wrote a narrative about the children's development before writing it in the report book.

Discussion

The Regulation of the National Education Ministry Number 16 of 2007 concerning Academic Qualifications and Competency Standards for Teachers of Education stipulates that one of the characteristics of competence in teaching in PAUD/TK/RA is the assessment and evaluation of learning processes and outcomes by implementing the results and evaluation of the results for the learning objectives learning recommendations, and carrying out reflective actions to improve the quality of learning.

Research conducted by Hermawati (2019) mentioned that the activity of assessing children's fine motor skills with portfolios has been carried out in accordance with the provisions, starting from the planning, implementation, and assessment stages, such as giving stars to each child's work, compiling portfolios starting from paper, contents, limitations, and explanations of children's development, as well as displaying the best children's work and other works used as a form of archive portfolio folio-sized folder.

Krisnadina Lopo et al. (2020) stated that the product or results of the portfolio-based assessment carried out are in the form of documents of all children's development that have been collected during one semester: one bundle of folders with the name of each child written as well as the child's report book. The conclusion from the overall evaluation of the implementation of portfolio-based

assessment is quite good, but improvements are still needed in the use of existing assessment guidelines.

Research results by Sulistyono et al. (2020) showed that implementing portfolio assessment has improved students' writing abilities. In addition, students' knowledge of global issues (content and organization) also increased more significantly compared to local issues (grammar, vocabulary, and mechanics). Not only that, the results of the questionnaire showed that secondary level students had a positive attitude toward carrying out portfolio assessments. Therefore, it is recommended that portfolio assessment be implemented in the teaching and learning process, especially in English writing because it can provide regular feedback, and help students monitor their writing progress.

One type of kindergarten assessment is a portfolio assessment. All kindergarten teachers in Pare Regency have undergone a portfolio assessment. Based on the results of data analysis, it can be seen that 18 Kindergarten teachers in Pare Sub-district have carried out the fine motor portfolio assessment of children aged 4-6 years very well, and 26 teachers have carried out the fine motor portfolio assessment of children aged 4-6 years well, and 5 teachers carry out a fine motor portfolio assessment quite well for children aged 4-6 years. The research results assessing the fine motor portfolio of children aged 4-6 years by Kindergarten teachers in Pare Sub-district, Kediri Regency, East Java, showed an average score of 77.02.

Teachers' portfolio assessment includes portfolio assessment stages. The stages of project portfolio assessment include the preparation stage (development of the project portfolio objectives), the implementation stage, and the evaluation stage. This follows the view (Sanjaya & Buldijanto, 2017) that implementing a portfolio product must go through several stages, namely: (1) developing a portfolio objective, (2) developing the content, and (3) developing the criteria and format of the portfolio product.

Fine motor development learning activities in Kindergartens in Pare Sub-district have achieved fine motor development for children aged 4-6 years as stipulated in the National Education Ministry's Regulation Number 58 of 2009. The portfolio includes the following learning outcomes: drawing, coloring, rolling,

molding, mosaics, *meronce* (arranging beads), labyrinths, and folding (origami). The teachers did not involve children in selecting works that will be used as portfolios.

The exhibition portfolio (showcase portfolio) of all Kindergartens in Pare Sub-district consists of the best works of children, which are displayed on the classroom walls. The works on display are the best children's works selected by the teachers. The teachers did not involve children in creating the best work to be displayed on the classroom walls. Meanwhile, in the archive portfolio, all children's works were used as portfolios, some were in books and some were in stock maps. The portfolio section contained in all of the Kindergarten portfolios in Pare Sub-district is equipped with a cover page containing the child's identity and the document's contents, including the time for completing the portfolio. This is in line with Yus's research (2018), that the portfolio format consists of a cover, identity page, portfolio writing time, document content and author's name, and teachers' and students' comments. However, the researcher did not see any catalogs or teachers and children's comments.

The teachers created records on child development separately with a portfolio, namely in the form of child development narratives created after carrying out daily and monthly assessments. This narrative of child development will later be written in the report book distributed at the end of each semester. Students' portfolios were distributed at the end of the learning year. The portfolio distributed is an archival portfolio type.

Management of results by the Kindergarten teachers in Pare Sub-district includes daily assessments, monthly assessments, and report books. Daily assessments were carried out by teachers to evaluate the performance of all children in learning activities and provide 1-4 star awards. The number of stars awarded depends on the results achieved by the child. The more stars a child gets, the better the work he/she produces (in accordance with the teachers' needs). Then, the teachers wrote the child's assessment in the daily evaluation volume. The assessment format includes good, smooth, creative, skilled, neat, compact, full of affection, etc. In addition, it is completed with assessment indicators.

The follow-up action carried out by the kindergarten teachers in Pare Sub-district after carrying out a portfolio assessment was implementing the assessment results to improve personal abilities. The teachers attempted to improve the learning strategies used to improve the quality of learning. The teachers wanted to develop children as optimally as possible.

Conclusion

Based on research conducted by 18 Kindergarten teachers in Pare Sub-district, it is known that they assessed the fine motor portfolio of children aged 4-6 years very well. 23 groups assessed the fine motor portfolio of children aged 4-6 years well, while 5 groups assessed the fine motor portfolio of children aged 4-6 years quite well. The average (mean) response score from the research results of implementing the assessment of children's fine motoric portfolios by the Kindergarten teachers in Pare Sub-district, Kediri Regency, East Java, was 77.02.

The portfolio assessment carried out by the teachers has followed the portfolio assessment stages. The stages of assessing the portfolio of the Kindergarten teachers in Pare Sub-district are: (1) developing the portfolio objectives, (2) developing the contents of the portfolio, and (3) developing the assessment criteria and format. The teachers did not involve children and parents people in assessing the fine motor portfolio of children aged 4-6 years.

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