ABSTRAK

MULYANI GABRIELA SIMANJUNTAK. ***Asesmen Perilaku Kemandirian dalam Kegiatan Makan Bersama di TK Negeri Pembina Lubuk Pakam.*** **Skripsi. Medan : Fakultas Ilmu Pendidikan. Universitas Negeri Medan. 2026.**

Pendidikan anak usia dini merupakan upaya pembinaan sejak lahir hingga usia enam tahun melalui pemberian rangsangan pendidikan untuk mendukung pertumbuhan dan perkembangan anak secara optimal. Salah satu aspek penting yang perlu dikembangkan adalah perilaku kemandirian. Perilaku tersebut dapat diamati melalui kegiatan rutin di sekolah, salah satunya kegiatan makan bersama. Kegiatan ini memberikan kesempatan kepada anak untuk melakukan berbagai aktivitas secara mandiri, seperti mencuci tangan, menyiapkan perlengkapan makan, membuka kotak bekal, menggunakan alat makan, menghabiskan makanan, dan merapikan perlengkapan setelah digunakan. Penelitian ini bertujuan untuk mendeskripsikan indikator perilaku kemandirian yang dinilai guru, metode asesmen, serta instrumen yang digunakan dalam menilai perilaku kemandirian anak usia 5–6 tahun pada kegiatan makan bersama di TK Negeri Pembina Lubuk Pakam. Penelitian menggunakan pendekatan kualitatif deskriptif dengan metode naratif. Data dikumpulkan melalui observasi, wawancara, dokumentasi, dan analisis dokumen, kemudian dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menilai perilaku kemandirian melalui indikator mencuci tangan sebelum dan sesudah makan, menyiapkan perlengkapan makan, membuka kotak bekal, menggunakan alat makan dengan benar, menghabiskan makanan, dan merapikan perlengkapan makan. Metode asesmen yang digunakan meliputi observasi, wawancara, dan dokumentasi secara berkelanjutan. Instrumen yang digunakan terdiri atas daftar cek perkembangan, catatan anekdot, dan dokumentasi kegiatan anak. Hasil asesmen dimanfaatkan untuk mengidentifikasi perkembangan kemandirian serta menentukan stimulasi dan pembiasaan sesuai kebutuhan anak. Asesmen dilakukan secara berkelanjutan untuk memperoleh gambaran perkembangan anak sebagai dasar perencanaan pembelajaran yang tepat. Namun, pencatatan masih berfokus pada pencapaian indikator sehingga dokumentasi proses perkembangan perlu ditingkatkan agar informasi perkembangan setiap anak lebih komprehensif.

Kata Kunci : Pendidikan Anak usia dini, Asesmen, Perilaku Kemandirian, Kegiatan makan bersama.

ABSTRACT

MULYANI GABRIELA. Assessment of Independence Behavior in Shared Mealtime Activities at TK Negeri Pembina Lubuk Pakam. Skripsi. Medan: Faculty of Education. State University of Medan. 2026.

Early childhood education is an effort to provide guidance and education from birth to six years of age through educational stimulation to support children's optimal growth and development. One important aspect that needs to be developed is independence behavior. Such behavior can be observed through routine activities at school, one of which is shared mealtime. This activity provides opportunities for children to perform various activities independently, such as washing their hands, preparing eating utensils, opening lunch boxes, using eating utensils, finishing their meals, and tidying up their eating equipment after use. This study aimed to describe the indicators of independence behavior assessed by teachers, the assessment methods, and the assessment instruments used to assess the independence behavior of children aged 5–6 years during shared mealtime activities at TK Negeri Pembina Lubuk Pakam. This study employed a descriptive qualitative approach using a narrative method. Data were collected through observation, interviews, documentation, and document analysis, and were analyzed through data reduction, data presentation, and conclusion drawing. The results showed that teachers assessed children's independence behavior based on indicators including washing hands before and after eating, preparing eating utensils, opening lunch boxes independently, using eating utensils properly, finishing meals, and tidying up eating equipment. The assessment methods included continuous observation, interviews, and documentation. The assessment instruments consisted of developmental checklists, anecdotal records, and documentation of children's activities. The assessment results were used to identify children's independence development and to determine stimulation and habituation activities according to their developmental needs. Assessment was conducted continuously to obtain an overview of children's development as a basis for appropriate learning planning. However, assessment records still focused on the achievement of behavioral indicators; therefore, documentation of the developmental process needs to be improved to provide more comprehensive information about each child's development.

Keywords : Early Childhood, Assessment, Independence Behavior, Shared Mealtime Activities.