ABSTRAK

NABILA RIYANI AMANDA SARAGIH. Penilaian Guru Terhadap Kemandirian Anak Usia Dini Melalui Kegiatan *Practical Life* Pada Anak Usia 5–6 Tahun di RA Jami'atul Khairiyah. Skripsi. Medan: Fakultas Ilmu Pendidikan. Universitas Negeri Medan. 2026.

Kemandirian merupakan salah satu aspek perkembangan sosial emosional yang penting dikembangkan sejak usia dini melalui pengalaman belajar yang bermakna. Kegiatan *practical life* menjadi salah satu aktivitas yang mendukung perkembangan kemandirian anak sekaligus memberikan kesempatan kepada guru untuk melakukan penilaian autentik terhadap perkembangan anak. Penelitian ini bertujuan mendeskripsikan aspek-aspek kemandirian anak usia 5–6 tahun yang dinilai guru, pelaksanaan penilaian kemandirian, serta pemaknaan guru terhadap kemandirian anak melalui kegiatan *practical life* di RA Jami'atul Khairiyah. Penelitian menggunakan pendekatan kualitatif dengan desain naratif. Subjek penelitian terdiri atas dua guru Kelompok B yang dipilih secara purposive. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan model Miles dan Huberman dengan triangulasi teknik untuk menjamin keabsahan data. Hasil penelitian menunjukkan bahwa guru menilai lima aspek kemandirian, yaitu perawatan diri (*care of self*), tanggung jawab, pengambilan keputusan sederhana, percaya diri, dan pengendalian diri. Penilaian dilaksanakan melalui penetapan kegiatan *practical life*, penyusunan instrumen dan indikator, observasi, serta penyusunan deskripsi perkembangan anak. Guru memaknai kemandirian sebagai kemampuan anak memenuhi kebutuhan diri, bertanggung jawab, mengambil keputusan sederhana, percaya diri, serta mampu mengendalikan perilaku. Temuan ini menunjukkan bahwa kegiatan *practical life* mendukung pelaksanaan penilaian autentik sekaligus pengembangan kemandirian anak usia dini.

Kata Kunci: Penilaian Guru; Kemandirian; *Practical Life*

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ABSTRACT

NABILA RIYANI AMANDA SARAGIH. Teachers' Assessment of Early Childhood Independence Through Practical Life Activities for Children Aged 5–6 Years at RA Jami'atul Khairiyah. Skripsi. Medan: Faculty of Education. State University of Medan. 2026.

Independence is an essential aspect of socio-emotional development that should be fostered through meaningful learning experiences in early childhood education. Practical life activities provide opportunities for children to develop independence while enabling teachers to conduct authentic assessments of children's development. This study aimed to describe the aspects of independence assessed by teachers, the implementation of independence assessment, and teachers' interpretations of children's independence through practical life activities at RA Jami'atul Khairiyah. A qualitative approach with a narrative design was employed. The participants were two Group B teachers selected using purposive sampling. Data were collected through observation, interviews, and documentation and analyzed using the Miles and Huberman interactive model with triangulation to ensure data credibility. The findings revealed that teachers assessed five aspects of independence: care of self, responsibility, simple decision-making, selfconfidence, and self-control. The assessment process included planning practical life activities, preparing assessment instruments and indicators, conducting observations, and compiling children's developmental descriptions. Teachers interpreted independence as children's ability to care for themselves, take responsibility, make simple decisions, demonstrate self-confidence, and regulate their behavior. These findings indicate that practical life activities support authentic assessment while promoting the development of independence in early childhood.

Keywords: Teacher Assessment; Independence; Practical Life

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