

ABSTRAK

FITRI RIZKY. Analisis Pelaksanaan Asesmen Sebagai Alat Deteksi Perkembangan dan Belajar Anak di TK Negeri Pembina Kisaran. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan. 2026.

Penelitian ini bertujuan untuk menganalisis pelaksanaan asesmen sebagai alat deteksi perkembangan dan belajar anak di TK Negeri Pembina Kisaran. Fokus penelitian mencakup teknik dan instrumen asesmen yang digunakan guru, mekanisme pelaksanaan asesmen, serta bentuk pelaporan hasil asesmen kepada orang tua. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Subjek penelitian terdiri dari tujuh orang guru TK yang dipilih secara purposive. Data dikumpulkan melalui observasi, wawancara, dan studi dokumentasi, kemudian dianalisis melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menggunakan tiga teknik asesmen utama, yaitu observasi, kinerja, dan portofolio. Instrumen asesmen yang digunakan meliputi catatan anekdot, lembar ceklis, hasil karya anak, dan foto berseri, meskipun penggunaannya belum dilakukan secara konsisten setiap hari. Mekanisme asesmen mencakup perencanaan, pelaksanaan, pendokumentasian, dan pelaporan, namun masih ditemukan kendala seperti subjektivitas guru, kurangnya ketelitian dalam pencatatan data, serta pengarsipan yang belum optimal. Pelaporan hasil asesmen dilakukan dalam bentuk narasi perkembangan setiap semester, tetapi belum sepenuhnya mencakup semua aspek perkembangan anak sesuai standar. Secara keseluruhan, pelaksanaan asesmen di TK Negeri Pembina Kisaran sudah sesuai prinsip asesmen PAUD, namun belum optimal dari segi konsistensi, pendokumentasian, dan pemanfaatan hasil asesmen sebagai dasar perencanaan pembelajaran. Penelitian ini diharapkan dapat menjadi bahan evaluasi bagi guru dan sekolah dalam meningkatkan kualitas asesmen perkembangan anak.

Kata Kunci : Asesmen, Deteksi Perkembangan, Anak Usia Dini, PAUD, TK Negeri Pembina Kisaran.

ABSTRACT

FITRI RIZKY. Analysis of Assessment Implementation as a Tool for Detecting Child Development and Learning at the TK Negeri Pembina Kisaran. Skripsi. Medan: Faculty of Education. State University of Medan. 2026.

This study aims to analyze the implementation of assessments as a tool for detecting children's development and learning at Pembina Kisaran State Kindergarten. The focus of the study includes the assessment techniques and instruments used by teachers, the assessment implementation mechanism, and the reporting of assessment results to parents. This study used a qualitative approach with descriptive methods. The research subjects consisted of seven kindergarten teachers selected purposively. Data were collected through observation, interviews, and documentation studies, then analyzed through the stages of data reduction, data presentation, and conclusion drawing. The results showed that teachers used three main assessment techniques: observation, performance, and portfolios. The assessment instruments used included anecdotal notes, checklists, children's work, and a series of photographs, although their use was not consistent on a daily basis. The assessment mechanism encompassed planning, implementation, documentation, and reporting. However, obstacles were still encountered, such as teacher subjectivity, lack of accuracy in data recording, and suboptimal archiving. Assessment results are reported in the form of a progress narrative each semester, but they do not fully cover all aspects of child development according to standards. Overall, the assessment implementation at Pembina Kisaran State Kindergarten aligns with Early Childhood Education (PAUD) assessment principles, but is not optimal in terms of consistency, documentation, and utilization of assessment results as a basis for lesson planning. This research is expected to serve as evaluation material for teachers and schools to improve the quality of child development assessments.

Keywords : Assessment, Development Detection, Early Childhood, PAUD, Pembina Kisaran State Kindergarten.