

The Effect of Implementation of Portfolio Assessment on The Achievements of Pre-Writing Development of Children Aged 4-5 Years at The Character and Education Center Kindergarten Pekan Tolan T.A 2021/2022

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Abstract. Pre-writing is the most basic stage of writing skills. The development of pre-writing achievement is expected to be known early on. An appropriate assessment method is needed to see these developments. In the world of education, portfolios are used to see the progress of students from time to time based on a collection of learning activities. This study aims to see how portfolio assessment has an influence on the development of pre-writing achievement. The research method used is qualitative research. The research was conducted at the Character and Education Center of Pekan Tolan Kindergarten. The research subjects were children in Group A totaling seven people. The results of the study indicate that portfolio assessment has a positive impact on the process of monitoring the development of pre-writing achievement, where with the use of portfolio assessment, the development of children's pre-writing achievement can be well known

Keywords: Pre-writing, Portfolio Assessment

1 Introduction

Since birth, children have brought their respective potentials to be ready to be developed in the environment. Every child goes through a different developmental process. Early childhood development includes physical development, cognitive development, language development, social development, moral development, emotional development, personality development, and religious development. Along with the emergence of a new paradigm that develops in society about "the importance of writing activities to be mastered by a child", it tends to encourage parents to teach their children to write as early as possible. Writing that is expected by these parents is where their children are expected to be able to write letters and words correctly and well in accordance with the direction and guidance of their parents. This is certainly contrary to the facts on the ground about the practice of writing in PAUD institutions. Early Childhood Age is the age that children are expected to be able to develop their pre-writing abilities [1]. Children's pre-writing development often experiences obstacles

because children still have difficulty in writing, even in holding a pencil the child is still stiff in moving the pencil to write. It is known from the results of the letters written by the child that do not match the example given by the teacher[2] .

It's good before the child is ready to write, the teacher introduces activities to support writing skills or what are usually called pre-writing activities, namely the child can make shapes using stationery in accordance with the scope of development which includes: 1. Draw a flat, upright, right angled line, left slanted, curved over and over again with the stationery gradually. 2. Follow the cross (+ and x) shapes of circles, squares, and triangles in stages. 3. Follow the numbers 1-10. 4. Imitate simple shapes by showing them briefly. 5. Draw cross shapes, circles and triangles in stages. 6. Draw freely with the available points, circle lines, rectangles, triangles, and squares. This is an ability that must be achieved by early childhood, with good and continuous stimulation. Meanwhile, according to another opinion, there are five stages of initial writing, namely: a) the stage of crossing out (aged 2.5 to 3 years), b) the stage of linear repetition (age 4 years), c) the stage of writing randomly (age 4 to 5 years).), d) the stage of writing names (aged 5.5 years), e) the stage of writing short sentences (ages over 5 years) [3] .

This is confirmed by a statement that explains that the pre-writing ability of early childhood in question is the ability to write which can be done in various ways, such as drawing, crossing out, writing various forms, spelling and in a natural way or writing naturally without any guidance and support. referrals from others [4] . Therefore, in order for the development of each child's ability to develop properly and in accordance with its growth and development which can later be accepted by their respective parents, it is necessary to have an assessment process that can show the development of each child's abilities from time to time. The assessment in question is an appropriate assessment to measure (success or failure) a learning process as well as feedback for teachers and students. For students, assessment can be used as material for evaluating the extent to which their abilities have developed from the results of the learning process. Meanwhile for teachers, assessment can be used as an objective evaluation tool to measure the extent to which the ability and success of teachers in implementing and delivering the learning process.

Learning assessment is carried out by the teacher on every work made by students. Apart from the work, teacher notes containing observations about children can also be used in the learning assessment process. These (such as coloring, matching, individual checklists, teacher comments) can be archived or collected in folders or otherwise. A collection of assignments or student work and teacher notes within a certain time, for example a month, can be viewed again. Teachers and children choose a certain time to view the collection of tasks to talk about the results that have been obtained by the child as well as choose which tasks will be stored and archived later. This process is then known as assessment using a portfolio. Portfolio is a collection of assignments or works that have been selected and have been provided with comments or notes from the teacher that have been archived [5] .

This is in line with research which shows that an effective portfolio is used by teachers as a strategy for developing social emotional skills in early childhood , especially in choosing activities to be carried out by children and presenting the work produced by children [6] . However, in the implementation process, this portfolio assessment still encounters several obstacles, both obstacles that come from teachers/educators, from students and from parents whose involvement in this portfolio assessment process is required. The obstacle that is still encountered in the implementation of the portfolio assessment process is that the teacher is

still unable to develop a portfolio assessment, so that the child's portfolio assessment is still in the form of children's work collected in one stopmap which will be divided at the end of the semester. Then the teacher does not have an assessment rubric for every activity carried out by the child to be able to assess how creative the child is [7] . In addition, the lack of understanding of the implementation of portfolio-based assessment by teachers is one of the causes of problems in the implementation of portfolio assessment. Besides that, the lack of involvement of parents in conducting portfolio assessments makes these assessments sometimes carried out by teachers outside of learning hours[8] .

Based on observations and observations made at the *Character and Education Center Kindergarten in Pekan Tolan*, the achievement of the development of children's pre-writing abilities has not yet reached the desired development. This can be seen from the writing that is still not in accordance with the examples given by the teacher, the child has difficulty in imitating the letters so that the results are not appropriate, the teacher only gives examples of writing on the blackboard and only writes in a book and then asks the child to follow it also causes developmental achievements. children's pre-writing has not been maximized. This problem is increasingly difficult to overcome because in the process the achievement of the development of children's pre-writing abilities is not monitored properly and correctly. The process of carrying out an assessment of the achievement of children's pre-writing development has not been carried out optimally, the assessment that has been carried out is carrying out a collection of documents made by children and then archived into a folder. From some of the portfolio data obtained from the TK *Character and Education Center* to date, there is no specific portfolio assessment to see the development of children's pre-writing abilities starting from the stage of doodling until the child is able to write a simple sentence. This is due to the teacher's lack of understanding and awareness of what aspects of development should receive important attention for an assessment in order to determine the development of each student's ability so that in the end there are some aspects of development that are overlooked.

Some of the reviews above and the results of the observations obtained are then the background for conducting research related to the influence of Implementation of Portfolio Assessment of Pre-Writing Development Achievements Children Age 4-5 Years at Kindergarten *Character And Education Center Pekan Tolan T. A. 2021/2022*.

2 Theory

Pre-writing begins with the development of fine motor skills, giving children a lot of experience to manipulate objects, touch and feel things, pick up beads, turn on switches, rotate objects, operate keys is very helpful in developing small muscle development. Pre-writing is the most basic stage of advanced writing skills. Pre-writing is a stage of the process of developing the basic abilities of children through scribbles, whether it is scribbles and lines without real meaning, which are made by children before writing letters, words and sentences. Pre-writing skills provide children with the necessary tools so that, when they are mature and chronologically prepared, they can write fluently without frustration. Pre-writing skills cover many aspects such as the ability to hold a pencil, thicken lines and patterns, bold shapes, copy letters, and so on. There are several types of pre-writing activities that have been used such as drawing, copying, and tracing[9] .

Portfolios were first used by photographers and artists. Through portfolios, photographers can show their work to customers. In general, a portfolio is a collection of documents in the form of an assessment object used by a person, group, institution, organization or company that aims to document and assess the progress of a process.[10] .

In the world of education, portfolios can be used to see the progress of students from time to time based on a collection of works as evidence of a learning activity. The results of the work of students is a process used by teachers to find out how the learning process of their students.

The Portfolio Assessment itself is a collection of child and teacher work data from informal assessments and performance to evaluate development and learning. Portfolio assessments can be kept only by and for children, with examples of work over a period of time. These can also be arranged by the teacher and contain observation reports, checklists, work samples, lead assignment notes, interviews, or other evidence of accomplishment. There are child portfolios, teacher portfolios, and combinations that include entries made by both the child and the teacher[11] .

In principle, every actionstudent learning must be given an assessment. The purpose of the assessmentto motivate and encourage students. These assessments will later become material for portfolio assessments . In addition, portfolio assessment materials can also be taken from the results of student work, such as Student Worksheets, summary results, pictures, clippings, group work results, test results, notebooks and other personal matters of students. Audio-visual equipment, video or diskettes can also be a source of portfolio assessment material .

3 Result and Discussion

Some of the results obtained which are discussed in this study are that the environmental arrangement in the process of implementing a portfolio assessment can be carried out in several stages, where one of the most important stages is the stage before the learning process begins. At this stage what needs to be prepared is how to arrange the environment such as classroom arrangement both indoors and outdoors. Classes prepared to carry out learning activities are in accordance with the theme and arrangement of activities as outlined in the RPPH daily learning implementation plan. The management and arrangement of the learning environment cannot be separated from efforts to create a good learning environment for children. Starting from the management in choosing a learning location to setting a place for children to learn. As for realizing a learning environment that meets expectations, the learning environment needs to be developed based on the following principles: (1) reflecting the child's taste, (2) oriented towards optimizing children's development and learning, and (3) based on learning efficiency . Structuring the learning environment needs to be done so that learning activities can be carried out optimally with the hope that the results obtained by children are also in accordance with the expectations of the desired developmental achievements. A supportive learning environment will certainly make it easier for children to understand every lesson given by the teacher, so that in this way children are expected to develop well according to the desired developmental achievements, especially in this case the achievement of children's pre-writing development.

After the preparation stage has been completed, the next step that needs to be considered is the process of implementing the portfolio assessment itself, where in its implementation, the portfolio assessment can be carried out through three stages, namely: 1) the preparation stage,

at this stage the teacher makes a plan and pours the plan into a guide which in this case is called the RPPH, 2) the implementation stage, at this stage the teacher carries out learning activities in full based on the guidelines previously made in the RPPH, and 3) the assessment stage, the teacher evaluates the work or tasks that have been done by the child using the assessment standards that have been made previously.

To carry out this portfolio assessment stage, documents are needed that will later support the implementation process, these documents can later be obtained from work (work) for a certain period of time. It can also be organized by the teacher from the results of observation reports, interviews or other evidence. All this data which will later be collected into one and stored in a folder or folder that has been given the name of each child.

The documents that have been obtained will be the main data that will be used in the implementation of the portfolio assessment that will be carried out. Portfolio assessment is a class-based assessment of a collection of children's work that is systematically and organized which is taken during the learning process within a certain period of time, used by teachers and children to monitor the development of children's knowledge, skills and attitudes in certain learning. The teacher's assessment must be in accordance with the needs to be seen. This means that all possible assessments that have been entered can be analyzed. Assessment at the TK *Character and Education Center* uses a BB (not yet developed), MB (starting to develop), BSH (developing as expected), BSB (very well developed) scale. Where this scale will be a benchmark for child development.

Meanwhile, the instruments used at the *Character and Education Center* of Pekan Tolan Kindergarten are daily, monthly and semester instruments. At this stage in making the portfolio instrument consists of determining the assessment criteria that will be used in accordance with the achievement indicators. All the assessment criteria are outlined in an assessment format. The assessment format used to see children's pre-writing achievements is in accordance with the achievement indicators that have been determined in the curriculum. - 13. The thing that the teacher needs to do is that the teacher must present the task according to the guidance of the core competencies and basic competencies. After that, the teacher observes and assesses the children's documents. From the structured instruments, we can see step by step the child's development to what extent the child is developing and what the child lacks so that the teacher takes action or what solutions are taken to help the child's growth and development, especially the child's pre-writing ability.

In carrying out a portfolio assessment, parental involvement is very important in assessing a child's portfolio. In accordance with the results of existing research, it is said that a portfolio assessment based on parental participation can be applied in learning. This means that communication between teachers and parents is increasing. Meanwhile, parents feel happy to be involved in the assessment of their children. Parents are more active in paying attention to their children's learning abilities [12] . However, in reality, the involvement of parents in portfolio assessment at the *Character and Education Center of Pekan Tolan Kindergarten* has not gone well. The involvement of parents is only at the time of taking the report card where the teacher explains the child's development to the parents. Meanwhile, the involvement of children in their own assessment is an advantage to develop a mental process of self-regulation and encourage children to apply, analyze, synthesize, and evaluate the achievements they have obtained during the learning process [13] . The involvement of children in portfolio assessment includes children doing activities by producing a work where

the child is asked to explain the results of the work then the teacher writes it down on a portfolio document sheet.

Based on the results of research conducted at the *Character and Education Center* of Pekan Tolan Kindergarten on the impact of portfolio assessment on the achievement of pre-writing development of children aged 4-5 years, it is concluded that the use of portfolio assessment helps in monitoring the achievement of pre-writing development of children. With a portfolio assessment of children's developmental achievements, this makes it easier for teachers to provide further learning that is needed in accordance with the current developments achieved by children. In other words, the portfolio implementation carried out by the teacher has provided a comprehensive picture of a child's pre-writing development, because the portfolio can be used as a means to obtain a dynamic picture of a child's ability, understand and be critical about interpreting information, using creativity and innovation in solving problems, and express ideas concisely and effectively.

4 Conclusion

From the results of the portfolio assessment that has been obtained, it can be concluded that the implementation of the portfolio assessment conducted at the *Character and Education Center* of Pekan Tolan Kindergarten has had a positive impact on the process of monitoring the achievement of each child's pre-writing development, this can be seen from the results of developmental achievement 7 children who are the subject of research where, from the available data, it can be seen clearly the achievement of children's pre-writing development. 5 children have been able to reach the stage where they are able to carry out their own activities independently, namely writing their own names, while 2 children still need help or guidance from the teacher in carrying out their own name writing activities. From these results, it is hoped that in the future this can provide convenience for teachers to determine further learning that can be given to children so that the achievement of these developments can be more perfect and maximal.

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