

Assessment of Learning Quality to Support Early Childhood Social- Emotional Development

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Introduction

1. **Importance of ECE:** ECE serves as a crucial foundation for a child's holistic development, particularly in the social-emotional aspect, and marks the initial stage of formal education.
2. **Social-Emotional Development:** The development of a child's social-emotional skills significantly impacts their character and overall well-being, with social-emotional education positively influencing their mental and academic well-being.
3. **Roles of Parents and Teachers:** Parents and teachers play pivotal roles in helping children cultivate their social and emotional skills by providing positive examples, feedback, and opportunities for practice.



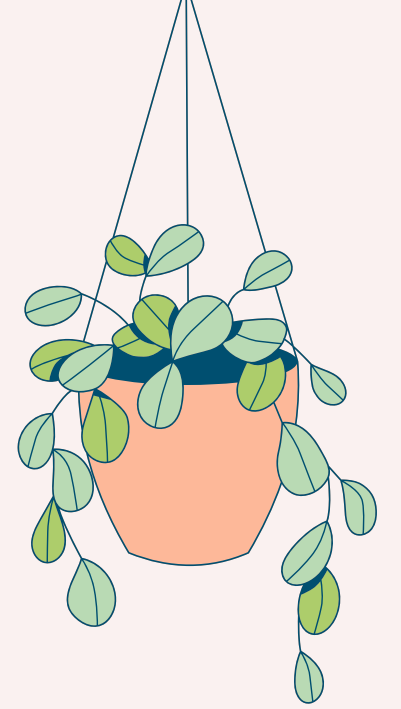
Method

This research uses the CIPP evaluation method which focuses on aspects of the learning process, namely measuring the extent of the quality of learning in the social-emotional aspects of children.

The population in this study consists of children aged 4-5 years attending TK Lab UPI. The sample for this research includes 30 randomly selected children using simple random sampling technique. The research was conducted at TK Lab UPI in May 2023.

Data is gathered through observation and interviews. The research instrument used is the Teacher Competence Assessment Tool (APKG), focusing on daily lesson plans and teaching practices. Interviews with teachers provide insights into social-emotional learning programs. Quantitative data from observations will be statistically analyzed for quality assessment, while qualitative interview data will be thematically analyzed.

Result



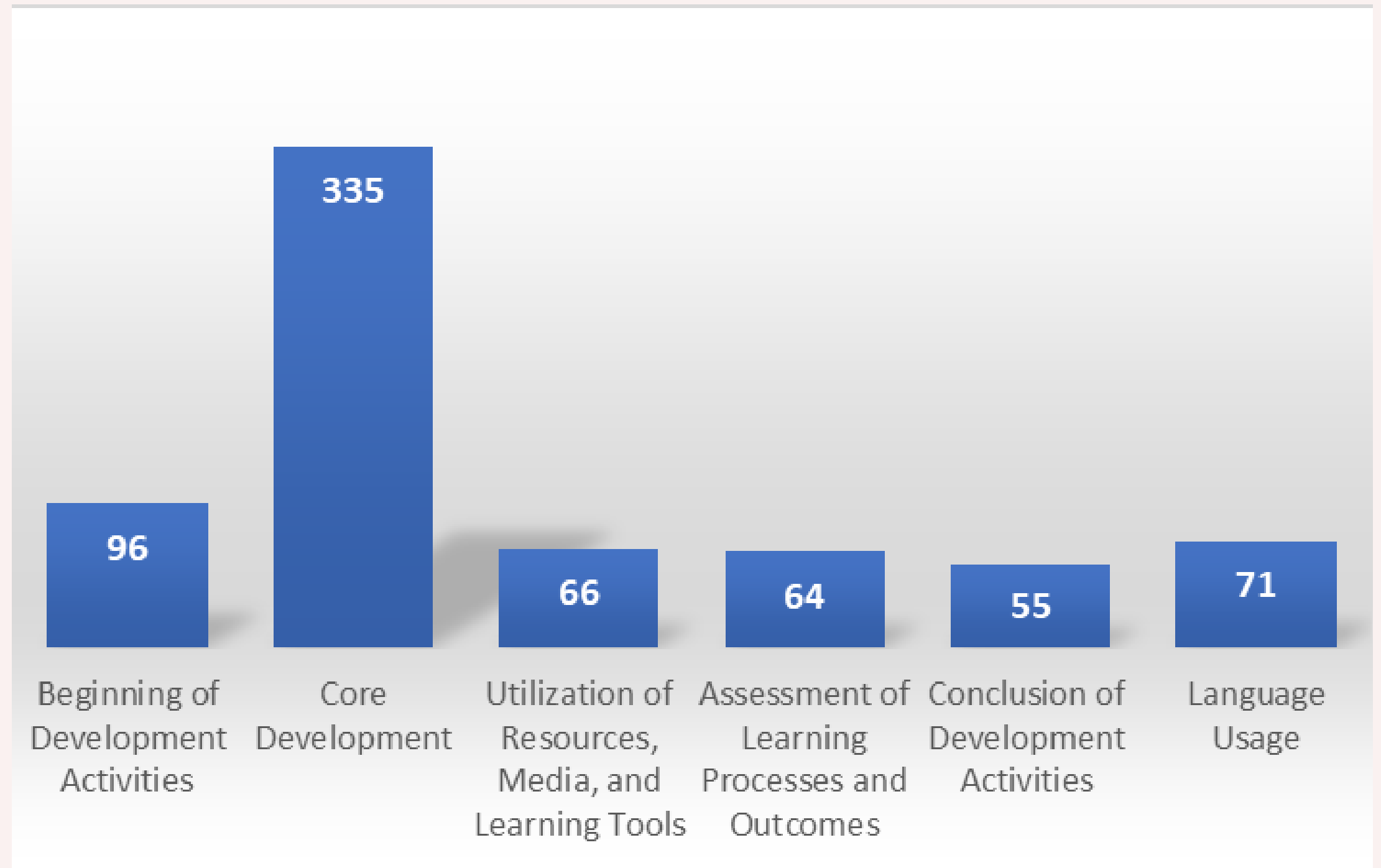
Assessment of Daily Lesson Plans for Preschoolers' Social-Emotional Development:

The evaluation of daily lesson plans (RPPH) for the development of preschoolers' social-emotional aspects has yielded valuable insights. Most aspects received satisfactory ratings, resulting in a total score of 851. Key strengths include clear details of learning steps supporting social-emotional development (score 59), alignment of content with social-emotional learning outcomes (score 59), and completeness of RPPH components focusing on social-emotional development (score 58). However, areas for improvement include the connection of tools, materials, resources, and media to learning activities (score 53), formulation of learning activities in the closing section (score 54), and completeness of assessment instruments and rubrics (score 53). Overall, this assessment provides valuable insights for educators and policymakers to enhance lesson planning that supports preschoolers' social-emotional development.



Result

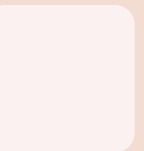
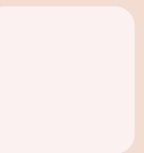
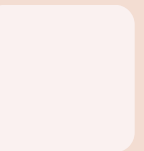
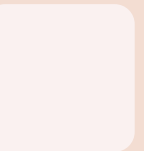
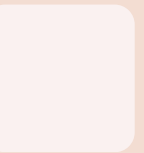
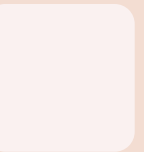
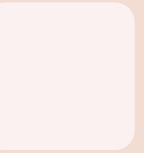
The total score from all aspects is 641 out of a possible 760 points, indicating that the teacher has strong abilities in developing children's social-emotional aspects through learning activities. This assessment can identify areas for improvement in teacher performance, but overall, the teacher has met a high standard in supporting children's social-emotional development.





Recommendation

1. **Teacher Training and Professional Development:** Implement regular teacher training and professional development programs to deepen their understanding of children's social-emotional development and effective teaching approaches.
2. **Curriculum Enhancement:** Develop a curriculum that focuses more on the social-emotional aspects of children, including activities that stimulate social interaction and emotional understanding.
3. **Improving Teacher-Child Interaction:** Encourage teachers to build more positive and supportive relationships with children. Implement systematic assessment and monitoring of children's social-emotional development using valid assessment instruments.
4. **Creating a Supportive Classroom Environment:** Set up a classroom environment that supports positive social interaction by ensuring the availability of toys and equipment that promote collaboration and communication.
5. **Parental Engagement:** Promote parental involvement in supporting children's social-emotional development through parent-teacher meetings and providing resources for parents.
6. **Individualized Learning Plans:** Identify children who require extra attention in social-emotional development and design individualized learning plans tailored to their needs.



Conclusion

1

Positive Learning Environment: TK Lab School UPI has created a positive learning environment that positively impacts the social-emotional development of preschool children. Teachers build children's interest, connect experiences with learning, and motivate active participation, fostering positive teacher-child relationships.

2

Factors Affecting ECE Quality: Multiple factors influence the quality of early childhood education (ECE) in developing preschoolers' social-emotional aspects, including teacher competence, teaching approaches, teacher-child interactions, curriculum content, assessment processes, learning environment, parental involvement, institutional management, and alignment with educational standards

3

Recommendations for Improvement: To enhance social-emotional development in preschoolers, recommendations include improving teacher training, revising the curriculum to focus on social-emotional development, providing clearer guidelines for building positive teacher-child relationships, enhancing assessment processes, optimizing the learning environment, increasing parental involvement, regular institutional management evaluations, and involving child psychologists for guidance. Further research should assess the effectiveness of various teaching methods in developing social-emotional aspects, contributing to the holistic development of preschool children.



Thank You

