

Dwi Wahyu Jazilatur Rohmah, 2025. Implementasi Pelaksanaan Asesmen Dalam Kurikulum Merdeka Untuk Perkembangan Anak Usia 4-6 Tahun Di TK ABA 01 Bangkalan. Skripsi, Progam Studi Pendidikan Guru Pendidikan Anak Usia Dini, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Trunojoyo Madura. Dosen pembimbing: Dinda Rizki Tiara, S.Pd., M.Pd.

## ABSTRAK

Abstrak: penelitian ini bertujuan untuk mendeskripsikan implementasi pelaksanaan asesmen formatif, asesmen sumatif dan asesmen diagnostik dalam kurikulum merdeka untuk perkembangan anak usia 4-6 tahun di TK ABA 01 Bangkalan, serta mengidentifikasi faktor pendukung dan faktor penghambat dalam pelaksanaan tersebut. Metode penelitian yang digunakan adalah pendekatan kualitatif dengan jenis penelitian studi kasus. Subjek dalam penelitian ini adalah guru dan kepala sekolah. Pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi. Teknik analisis data yang digunakan yaitu reduksi data, penyajian data dan penarikan kesimpulan. Dengan Hasil penelitian menunjukkan bahwa implementasi pelaksanaan asesmen guru lebih banyak menggunakan asesmen formatif dan asesmen sumatif untuk memantau dan mengevaluasi capaian perkembangan anak selama proses pembelajaran berlangsung. Namun, asesmen diagnostik jarang digunakan karena guru merasa kesulitan dalam pelaksanaannya, terutama terkait keterbatasan waktu, banyaknya jumlah anak dalam satu kelas, dan kurangnya pemahaman terhadap metode serta tujuan dari asesmen diagnostik itu sendiri. Faktor pendukung pelaksanaan asesmen dalam kurikulum merdeka antara lain adanya pelatihan guru, dukungan kepala sekolah, serta tersedianya sarana yang memadai untuk melatih perkembangan anak. Sedangkan, faktor penghambat mencakup beban administrasi yang tinggi, kurangnya sumber daya manusia yang kompeten, jumlah anak yang cukup banyak dalam satu kelas, membuat guru kesulitan dalam mengotrol anak-anak, serta keterbatasan waktu yang terkadang membuat guru kesulitan dalam melakukan asesmen setiap harinya. Penelitian ini memberikan kontribusi penting dalam pemahaman pelaksanaan asesmen formatif, asesmen sumatif dan pentingnya penguatan asesmen diagnostik di lembaga PAUD. Perlunya peningkatan pemahaman dan pelatihan guru mengenai asesmen diagnostik serta pengurangan beban administrasi agar pelaksanaan asesmen lebih optimal.

**Kata Kunci:** Implementasi, Pelaksanaan Asesmen Formatif, Asesmen Sumatif, dan Asesmen diagnostik, Perkembangan Anak Usia Dini, TK ABA 01 Bangkalan.

**Dwi Wahyu Jazilatur Rohmah, 2025.** *Implementation of Assessment Practices in the Independent Curriculum for the Development of Children Aged 4–6 Years at TK ABA 01 Bangkalan.* Undergraduate Thesis, Early Childhood Teacher Education Study Program, Faculty of Teacher Training and Education, Trunojoyo University of Madura. Academic Advisor: Dinda Rizki Tiara, S.Pd., M.Pd.

## **ABSTRACT**

This study aims to describe the implementation of formative assessment, summative assessment, and diagnostic assessment in the Independent Curriculum for the development of children aged 4–6 years at TK ABA 01 Bangkalan, as well as to identify supporting and inhibiting factors in its implementation. The research method used is a qualitative approach with a case study design. The subjects in this study were teachers and the principal. Data were collected through observation, interviews, and documentation. The data analysis techniques used were data reduction, data presentation, and conclusion drawing.

The results of the study show that in implementing assessments, teachers predominantly use formative and summative assessments to monitor and evaluate children's developmental achievements throughout the learning process. However, diagnostic assessment is rarely used because teachers find it difficult to implement, especially due to time constraints, the large number of children in a single class, and a lack of understanding of the methods and purposes of diagnostic assessment itself.

Supporting factors in the implementation of assessments in the Independent Curriculum include teacher training, principal support, and the availability of adequate facilities to support children's development. Meanwhile, the inhibiting factors include high administrative workload, lack of competent human resources, and large class sizes, which make it difficult for teachers to manage the children, as well as time limitations that often hinder daily assessment practices.

This research provides important contributions to understanding the implementation of formative and summative assessments, and highlights the importance of strengthening diagnostic assessment in early childhood education institutions. There is a need to improve teachers' understanding and training regarding diagnostic assessments and to reduce administrative burdens to optimize assessment practices.

**Keywords:** Implementation, Formative Assessment, Summative Assessment, Diagnostic Assessment, Early Childhood Development, TK ABA 01 Bangkalan.