



Survey of Assessment Techniques for Religious and Moral Values in Early Childhood in Baruga Sub-district, Kendari City

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Article Info

History of Article

Received:

29 March 2025

Revised:

12 April 2025

Published:

15 April 2025

Abstract

Analysis of current assessment practices is crucial to evaluate holistic development of religious and moral values in children from an early age. The purpose of this study was to analyze the implementation of assessment techniques for the development of religious and moral values in early childhood. This study employed a quantitative approach using a survey method conducted in four urban villages in Baruga Sub-district, Kendari City, involving 20 Kindergarten or Raudhatul Athfal teachers recruited through proportional random sampling. The results revealed that 95% of teachers used assessment techniques to evaluate the religious and moral development of children, with direct observation being the most common method. Additionally, 90% of teachers have used rubrics and parental involvement stood at 85%, highlighting the need for improved communication. Moreover, 90% of teachers conducted daily assessments, provided regular feedback, and recorded the results in writing, with daily notes being the predominant documentation method. However, the use of portfolios remained low at 5%. It concludes that early childhood educators are committed to assessing children's religious and moral development through suitable technique, with high parental involvement and frequent assessments demonstrating the importance of continuous monitoring. Nevertheless, the limited use of portfolios suggests that some assessment tools are underutilized, which may limit the comprehensiveness of documentation. It also implies that early childhood educators require continuous professional development to enhance and diversify assessment methods, foster school-parent collaboration, and secure necessary assessments training and resources.

Keywords:

Assessment Techniques, Early Childhood, Religious and Moral Values

How to cite:

Putra, A. T. A., & Anhusadar, L. (2025). Survey of assessment techniques for religious and moral values in early childhood in Baruga Sub-district, Kendari City. *EduBasic Journal: Jurnal Pendidikan Dasar*, 7(1), 30-45.

Info Artikel

Riwayat Artikel

Diterima:

29 Maret 2025

Direvisi:

12 April 2025

Diterbitkan:

15 April 2025

Abstrak

Analisis praktik penilaian saat ini sangat penting untuk mengevaluasi perkembangan holistik nilai-nilai agama dan moral pada anak usia dini. Tujuan dari penelitian ini adalah untuk menganalisis implementasi teknik penilaian perkembangan nilai-nilai agama dan moral pada anak usia dini. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei yang dilakukan di empat kelurahan di Kecamatan Baruga, Kota Kendari, dengan melibatkan 20 guru Taman Kanak-kanak atau Raudhatul Athfal yang dipilih secara proporsional random sampling. Hasilnya menunjukkan bahwa 95% guru menggunakan teknik penilaian untuk mengevaluasi perkembangan agama dan moral anak-anak, dengan observasi langsung sebagai metode yang paling umum digunakan. Selain itu, 90% guru telah menggunakan rubrik dan keterlibatan orang tua mencapai 85%, menyoroti perlunya peningkatan komunikasi. Selain itu, 90% guru melakukan penilaian harian, memberikan umpan balik secara teratur, dan mencatat hasilnya secara tertulis, dengan catatan harian sebagai metode dokumentasi yang paling banyak digunakan. Namun, penggunaan portofolio masih rendah, yaitu 5%. Penelitian ini menyimpulkan bahwa pendidik anak usia dini berkomitmen untuk menilai perkembangan agama dan moral anak melalui teknik yang sesuai, dengan keterlibatan orang tua yang tinggi dan penilaian yang sering dilakukan yang menunjukkan pentingnya pemantauan yang berkelanjutan. Namun demikian, terbatasnya penggunaan portofolio menunjukkan bahwa beberapa alat penilaian kurang dimanfaatkan, yang dapat membatasi kelengkapan dokumentasi. Hal ini juga menyiratkan bahwa pendidik anak usia dini memerlukan pengembangan profesional berkelanjutan untuk meningkatkan dan mendiversifikasi metode penilaian, mendorong kolaborasi antara sekolah dan orang tua, serta mendapatkan pelatihan dan sumber daya yang dibutuhkan.

Kata Kunci:

Teknik Penilaian, Anak Usia Dini, Nilai-Nilai Agama dan Moral

Cara Mensitasi:

Putra, A. T. A., & Anhusadar, L. (2025). Survey of assessment techniques for religious and moral values in early childhood in Baruga Sub-district, Kendari City. *EduBasic Journal: Jurnal Pendidikan Dasar*, 7(1), 30-45.

INTRODUCTION

Lickona explains that religious and moral values are an important basis in character building, and effective character education that involves moral values can contribute to social and emotional development (Defitrika & Mahmudah, 2021). Furthermore, Mumtazah and Utama (2021) mention the importance of strengthening religious and moral values in early childhood education.

To ensure that children's religious and moral values can be observed, measured, assessed, and evaluated properly, it is necessary to conduct a massive and comprehensive assessment. One way to do this is to implement a structured and standardized assessment system to assess children's religious and moral values development according to their age (Wahyuni, 2020). By conducting intensive assessments, teachers can identify and support children's development from an early age so that they can grow to be better (Heikka et al., 2023). Intensive assessment allows teachers to understand more about how children internalize religious and moral values in their daily lives (Hjelt et al., 2024). This can help teachers design more appropriate and relevant interventions to support children's development. With intensive assessment, teachers can identify children's individual needs in terms of religious and moral values and tailor teaching approaches to meet those needs.

However, the phenomenon exposes some obstacles, both technically and substantively, regarding the application and use of assessment techniques by teachers in the classroom. Some of these facts are described as follows: there are still teachers facing challenges in carrying out assessments, such as teachers who did not use assessment rubrics, did not make progress report notes, and did not report assessment results to parents. Research by Aziz et al. (2020) revealed that teachers often experience difficulties in selecting content standards, determining appropriate authentic assessment methods, and assessing student work based on learning objectives. Furthermore, research by Hidayat et al. (2021) found that early

childhood education teachers face obstacles in implementing authentic assessment, including a lack of understanding of effective assessment techniques and limitations in documenting children's development. As a result, some teachers did not carry out assessments optimally, including in making developmental records and communicating assessment results to parents. In fact, effective assessment requires systematic documentation and transparent reporting to parents to support the overall development of learners.

The phenomenon mentioned above also occurs in early childhood education units in Kendari City, Southeast Sulawesi. Based on initial survey data at Kindergarten OR Raudhatul Athfal institutions in Kendari City, the following problems were found: 1) Some educators have yet to implement assessment techniques for evaluating early childhood religious and moral values development, 2) Certain teachers do not utilize assessment rubrics, 3) Several instructors fail to document assessment outcomes, 4) A number of teachers have not engaged parents in the assessment process, 5) Some educators have not recorded assessment results, and 6) some teachers do not employ monthly reports to communicate assessment results regarding religious and moral values to parents (Initial questionnaire data and initial interviews, January 2025).

The above problems need to be promptly researched and analyzed in order to obtain a comprehensive understanding of the assessment techniques used by teachers. Theoretically and practically, the use of rubric techniques for recording, reporting, and documenting assessment results is vital in assessing children's development, including the assessment of religious and moral values of early childhood. Without rubrics measurement tools, assessment can be subjective, inconsistent, and less accurate, thus hindering children's understanding of religious and moral values. In addition, the absence of rubrics for assessment, recording, and reporting makes evaluation less transparent for parents and children and makes it difficult for teachers to provide constructive feedback. Therefore, educators need to apply appropriate assessment techniques and rubrics to support children's character development optimally.

A study conducted by Martin and Atteh (2022) indicates that teachers must assess their students by applying appropriate assessment techniques. Kindergarten teachers can use various assessment methods, such as observation, anecdotal records, visual documentation, and checklists, to evaluate their students. Furthermore, the research carried out by Maulida (2019) explains that teachers must pay close attention to assessment aspects, the use of appropriate assessment techniques, and maintaining assessment records. It found that the implementation of dynamic assessment strategies based on moral and religious values for early childhood children at PAUD Baitul Makmur in Indonesia involved instruments such as observation, portfolios, and anecdotal records.

Research by Pawlewicz and Senetra (2024) revealed considerable regional variations in Poland regarding the phenomena studied. These findings highlight the importance of using comprehensive and context-sensitive assessment techniques to accurately measure complex social behaviors and developmental indicators, as high values of indirect criteria were more strongly linked to regional development. The study also noted positive relationships between religiosity and certain indirect criteria, emphasizing the need for nuanced assessment methods in social research (Pawlewicz & Senetra, 2024). Mardatillah and Nirwana's (2024) research elucidates that in terms of assessment, especially the assessment of aspects of religious and moral values in early childhood, teachers must be aware of the techniques and accuracy of assessment for students. Accurate assessment not only evaluates students' understanding of certain values but also supports teachers and schools in adjusting teaching methods according to the needs and development of each child.

In this context, it is important to understand various effective assessment methods as well as the challenges that arise in their implementation. Learning assessment is an integral part of the educational process and cannot be separated from other components in classroom teaching and learning activities. Assessment in early childhood education effectively identifies children's developmental

needs, guides learning plans, and engages parents in the educational process (Mardatillah & Nirwana, 2024).

The body of research addressing the assessment of religious and moral values in early childhood remains underexplored, evidenced by the limited number of publications in this area. Most researchers only look at the developmental aspects of religious and moral values, not focusing on their assessment—for example, research by Hidayat et al. (2021) and Bariyyah (2016). In terms of similarities, the studies by Hidayat et al. (2021) highlight the importance of assessment in measuring the development of children's religious and moral values, as well as identifying the challenges faced in its implementation. Most of their research also emphasizes that systematic and standards-based assessments are necessary to ensure that children's moral and religious development aligns with their developmental stages.

However, several differences form the research gap addressed in this article. Bariyyah's study (2016) focused on the implementation of moral and religious development assessment for early childhood at TK ABA Pajangan, Yogyakarta. The main focus of the research was on how teachers apply appropriate assessment techniques and instruments, as well as how follow-up actions are carried out for children who have not yet met the standards of moral and religious development. It found that the use of assessment techniques was adjusted to the indicators of children's developmental achievements according to the theme and sub-theme of the learning material. The follow-up actions involved giving rewards to children who met developmental targets, while for those who had not yet achieved the targets, material reinforcement or home visits were conducted to explore the causes of behavioral deviations. Furthermore, the study by Hidayat et al. (2021) discusses the obstacles to implementing authentic assessment.

The relevant research above does not highlight how the implementation of the assessment of religious and moral values aspects carried out by teachers, including the use of assessment techniques, assessment rubrics, frequency of assessment, recording of assessments, feedback on assessment results,

reporting and the role of parents and teachers in assessing the development of children's religious and moral values more comprehensively.

Based on the research gaps above, this article has the novelty of integrating various aspects that have not been widely studied, such as assessment techniques used by teachers, systematic use of assessment rubrics, frequency and recording of assessment results, and feedback mechanisms to parents. In addition, this study also examines how parental involvement in the assessment process can increase the effectiveness of early childhood religious and moral values assessment. Thus, this research contributes to the development of more targeted early childhood education policies that support children's character-building from an early age.

Departing from the problems research gaps previously described, this study analyzes how the application of assessment techniques for the development aspects of religious and moral values in early childhood in Kindergarten or Raudhatul Athfal in Baruga District, with the following sub-problems: 1) How do teachers use assessment techniques to assess the developmental aspects of religious and moral values in early childhood? 2) What assessment techniques are used by teachers to assess the developmental aspects of religious and moral values in early childhood? 3) Do teachers use assessment rubrics? 4) Do teachers involve parents in the assessment process? 5) What is the frequency of teachers in conducting assessments? 6) Do teachers record the results of religious and moral value assessments in writing? 7) What is the frequency of teachers providing feedback to children regarding aspects of religious and moral values? 8) Do teachers use monthly reports to report the results of the assessment of religious and moral values to parents? Moreover, 9) do teachers document the results of the assessment of aspects of religious and moral values of early childhood?

METHODS

This survey research was conducted in the Baruga Sub-district of Kendari city, Southeast Sulawesi, from December 2024 to February 2025. This study used a quantitative

approach with a survey method. This study analyzed the implementation of developmental assessment of religious and moral aspects of early childhood by kindergarten, Raudhatul Athfal teachers in Baruga Sub-district.

The study's target population was comprised of all kindergartens, known as Raudhatul Athfal, located in the Baruga Sub-district across four villages. In the Baruga Sub-district, there are 23 formal early childhood education units, including Kindergartens and Raudhatul Athfal. The study involved a sample of 20 respondents, consisting of Kindergarten/Raudhatul Athfal teachers from nine institutions: Kindergarten, RA PAUD Insan Unggul Baruga, RA Asy Syafiiyah, TK IT Al Qalam, TK Taman Indriyah, TK Negeri 7 Kendari, RA Al Fath Baruga, TK Kuncup Melati, RA Aisiyah Nurhaq, and TK Mutiara Aida.

Sampling was conducted using a proportional random sampling technique by considering the proportion of kindergarten representatives, Raudhatul Athfal, from 4 (four) urban villages. In addition, the theories and concepts used in this study are related to assessment and religious and moral values, compiled from several references cited in this article. The instrument employed in this research was a non-test instrument in the form of a questionnaire consisting of 9 (nine) main questions regarding the use of assessment techniques for religious and moral values in early childhood. This instrument was developed by the author and validated by three (3) subject matter experts and linguists, all of whom concluded that it was valid. The validity of the instrument was measured using Aiken's V formula, resulting in an average score of 0.84, which falls into the very high validity category.

Table 1. Content Validation Results by Panelists Using Aiken's V

Item	Panelist 1	Panelist 2	Panelist 3	Aiken's V
Q1	4	5	4	0.83
Q2	5	5	4	0.89
Q3	4	4	4	0.78
Q4	4	5	5	0.89
Q5	4	4	4	0.78

Q6	5	5	4	0.89
Q7	4	5	4	0.83
Q8	4	4	5	0.83
Q9	5	5	4	0.89
Mean	0.84			

Note:

The panelists' rating scale uses a scale of 1-5
(1 = not relevant, 5 = highly relevant).

The reliability was tested using Cronbach's Alpha, yielding a score of 0.8, categorized as high reliability. The questionnaire used was a closed-ended questionnaire employing a Guttman scale to ask yes/no questions regarding the use of assessment techniques, assessment rubrics, documentation, and reporting of assessment results for religious and moral values in early childhood. Additionally, a verbal frequency scale was used to inquire about how often teachers assess, document, and report the assessment results of religious and moral values in early childhood.

Descriptive statistical analysis was chosen in this study because it aligns with the research objective, which is descriptive in nature, namely, to describe or provide an overview of the assessment of the development of religious and moral values in early childhood. In this study, the data were collected using a questionnaire consisting of closed-ended questions (yes, no, often, sometimes), which produced quantitative data that could be calculated in terms of frequency and percentage regarding the use of assessments by teachers in kindergartens in Baruga Sub-district. The use of percentages aims to identify the distribution of respondents' answers in each response category, thereby helping the researcher to understand data trends.

The data are then presented in the form of pie charts, as the data generated are categorical, showing the proportion or comparison between categories. Pie charts are highly effective in visually illustrating the proportion or percentage of each response category in a way that is easy for readers to understand, especially in research involving respondents from among teachers. Therefore, descriptive statistical analysis and the

presentation of data in the form of pie charts are appropriate and relevant approaches to the type of instrument used, as well as supporting the descriptive nature of the research objective.

RESULTS AND DISCUSSION

Result

In this article, the authors analyzed and described 9 (nine) questionnaire questions related to the use of evaluation of assessment techniques to assess aspects of the development of religious and moral values in early childhood in kindergarten or Raudhatul Athfal in Baruga Sub-district, Kendari City.

Teachers use assessment techniques to assess aspects of religious and moral values development in early childhood.

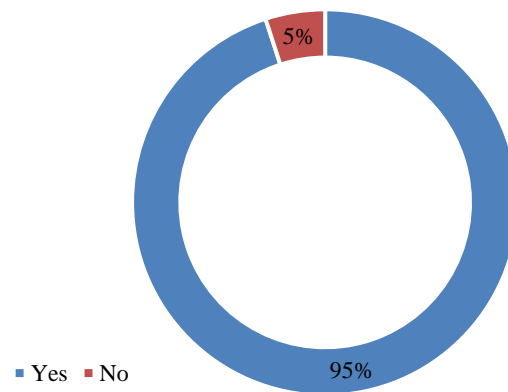


Figure 1. Teachers Use Assessments Techniques

Based on the data obtained from 20 respondents regarding the use of assessment techniques in assessing the developmental aspects of religious and moral values in early childhood (AUD) in kindergarten or Raudhatul Athfal, the results showed that most respondents, namely 95% (19 out of 20 teachers), stated (Yes), which means they used assessment techniques. Only 5% (1 teacher) answered (No). This explains that the majority of kindergarten teachers in the Baruga Sub-district of Kendari City used assessment techniques for the development of religious and moral values in early childhood.

The high percentage of use of assessment techniques in assessing the developmental aspects of religious and moral values in early childhood indicates that the majority of educators in kindergarten or Raudhatul Athfal have adopted a systematic

and standards-based approach in the early childhood education curriculum. This implementation reflects a high level of awareness among educators of the importance of evaluating the development of religious and moral values as part of children's character-building from an early age.

Assessment techniques used by teachers to assess aspects of religious and moral value development in early childhood

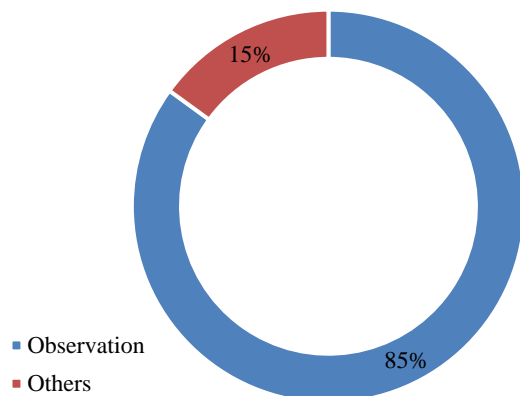


Figure 2. Assessment Techniques Commonly Used by Teachers

Based on Figure 2, survey results regarding the most frequently used assessment techniques, the data reveals that 85% of respondents chose direct observation, while the other 15% used other techniques. This result indicates the dominance of the observation method in assessing certain aspects, especially in the context of developing religious and moral values in early childhood.

Teachers use assessment rubrics to assess the religious and moral aspects of early childhood

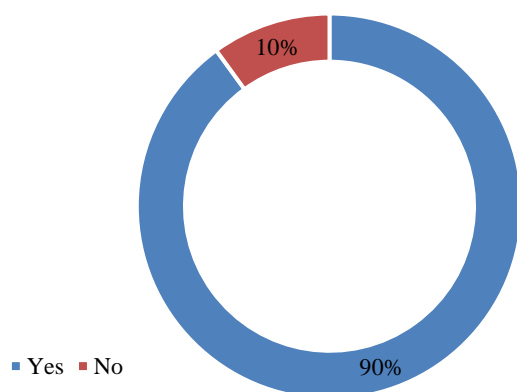


Figure 3. Teacher Used Assessment Rubric

Based on Figure 3, most kindergarten teachers in Baruga Sub-district used assessment rubrics. Out of a total of 20 respondents, 18 people (90%) stated that they used an assessment rubric in assessing the religious and moral aspects of children in their kindergarten. This denotes that the use of rubrics has become a common activity in assessing this aspect. The high use of rubrics shows that educators in kindergarten or Raudhatul Athfal have an awareness of the importance of objective and systematic assessment of the religious and moral aspects of children.

A small proportion did not use the assessment rubric, namely two people (10%). This indicates that there are still those who have not applied structured assessment methods in learning activities, especially in the development of religious and moral values. A small proportion of respondents who have not used assessment rubrics in assessing the religious and moral aspects of children in kindergarten or Raudhatul Athfal can be caused by several factors.

Teachers involve parents in the assessment process of early childhood religious and moral values

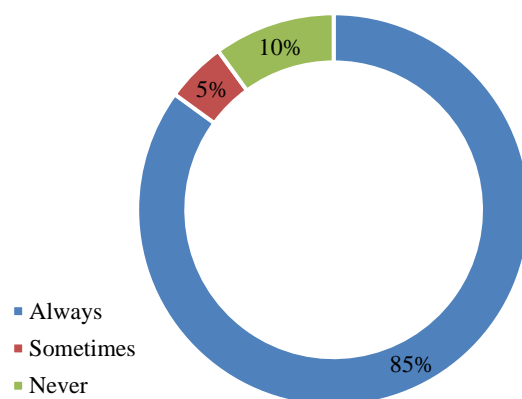


Figure 4. Teachers Involve Parents in Assessing Religious and Moral Values

Based on Figure 4, the survey results showed that the majority of respondents (85%) frequently involved parents in assessing children's religious and moral aspects. A total of 10% never involved parents, while 5% only did it sometimes. The high rate of parental involvement indicates a good awareness of children's religious and moral education. This

is important, considering that the formation of moral values should not only occur at school but also in the family environment.

The group that never involved parents was 10%. This is a critical note that needs to be evaluated further. If some teachers or educators do not involve parents, there may be obstacles, such as a lack of communication between schools and families, low parental interest, or assessment methods that are too academic without considering the role of families since parents play an important role in instilling moral and multicultural values in their children.

Respondents who only sometimes involved parents amounted to (5%). This suggests flexibility in approach but may also signal inconsistency in assessment policy. However, 10% never involved parents in the assessment of religious and moral values. Schools can create evaluation systems that more actively involve parents, for example, through joint evaluation journals or discussion forums between teachers and parents, socialization programs, or increased communication between teachers and parents.

Frequency of teachers assessing the developmental aspects of religious and moral values in early childhood

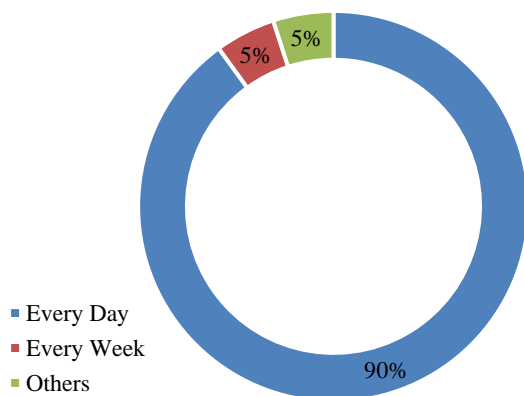


Figure 5. Frequency of Teachers Assessing Religious and Moral Values

Based on Figure 5, the survey results showed that the majority of respondents (90%) conducted daily assessments, suggesting that religious and moral aspects are considered an integral part of daily activities in early childhood education. Furthermore, a small proportion of respondents (5%) chose

assessment every week, and another 5% chose other options. This could be due to time constraints, different teaching methods, or factors affecting educational institutions' policy. Assessment of aspects of child development, especially religious and moral values, should be more intensively carried out by teachers.

Teacher records the results of the religious and moral values assessment in writing

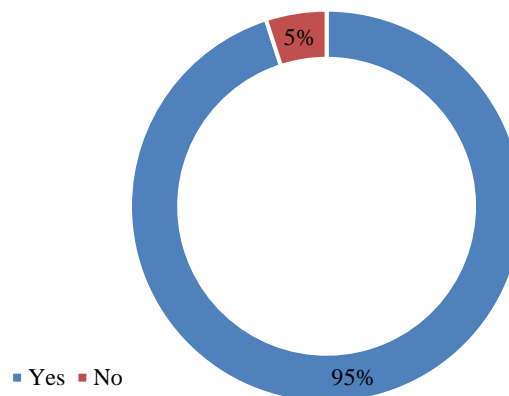


Figure 6. Teacher Records Assessment Results

Based on Figure 6, the survey results revealed that of the 20 research respondents, 19 teachers, or 95% of respondents, recorded the results of the religious and moral assessment in writing, choosing (Yes). However, 5% of respondents still did not record the results of the assessment chosen (No).

The frequency with which teachers provide feedback to children on aspects of religious and moral values

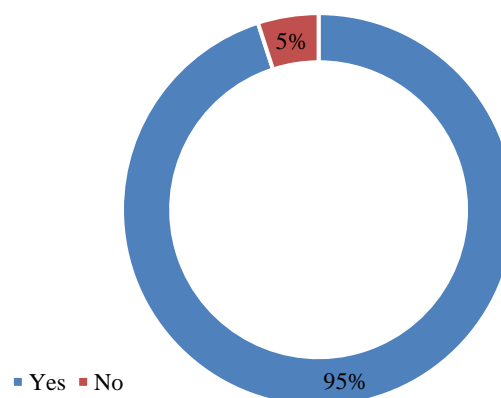


Figure 7. Teachers Give Feedback to The Children

Based on Figure 7, the survey results uncovered that 19 teachers or 95% of respondents, provided daily feedback, indicating a high awareness of the importance of guiding children in religious and moral aspects on a regular basis. Meanwhile, one teacher, or 5% of respondents, had a different pattern of providing feedback, which could be due to time constraints or different learning strategies. The majority of respondents provided daily feedback, an ideal practice in shaping children's moral and religious values early on.

Teachers use monthly reports to report the results of religious and moral values assessments to parents

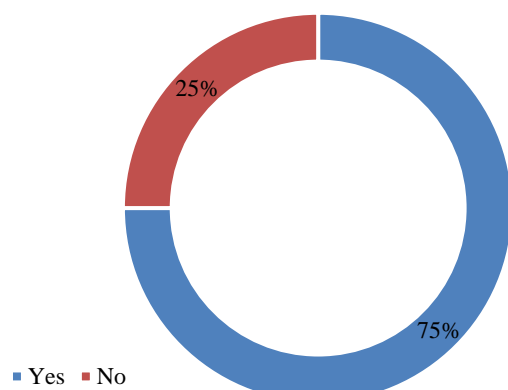


Figure 8. Teachers Report Assessment Results to Parents

Figure 8 explains that the majority of respondents (75%) who reported monthly indicate transparency and good communication between teachers and parents, which is essential in shaping religious and moral values in children. Reporting the results of children's religious and moral values assessment to parents is an essential element in early childhood education. Effective communication between teachers and parents can foster trust and respect between the two, thus supporting optimal growth and development of children's character.

In contrast, the 25% of respondents who did not use monthly reports may face challenges such as a lack of regular record-keeping habits, time constraints, or unstructured reporting systems. In these situations, it is important to evaluate whether alternative methods are being used, such as

weekly reports or direct discussions with parents.

Teachers document the results of the assessment of religious and moral values of young children

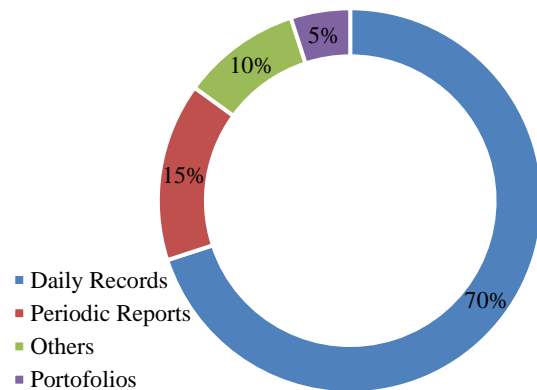


Figure 9. Teachers Document Assessment Results of Religious and Moral Values

Based on Figure 9, the distribution of assessment documentation methods in early childhood education shows that daily records (70%) dominated the choices used by teachers. The high use of daily records can also be attributed to the need to provide quick feedback to parents on their child's development. Meanwhile, periodic reports (15%) were still used quite frequently, although they were not as popular as daily notes.

On the other hand, the very low use of portfolios (5%) is a concern, given that portfolios can provide a more comprehensive picture of children's long-term development. A lack use of Portfolios indicates underutilised reflective assessment. The other category (10%) reflects innovations or alternative methods that may not yet be widely used, indicating potential for further exploration.

Discussion

These findings align with various relevant concepts, emphasizing that systematic assessment in early childhood education plays a crucial role in supporting the development of children's religious and moral values in accordance with curriculum expectations. As Talango and Pratiwi (2018) point out, evaluation based on specific techniques not only improves teaching effectiveness but also

provides accurate data for more appropriate pedagogical interventions. In addition, research by Aprida et al. (2022) shows that consistent use of assessment methods contributes to improving the quality of character education in the context of early childhood.

Thus, the high implementation of assessment techniques in assessing religious and moral values in early childhood settings not only reflects compliance with curriculum standards but is also an important indicator in improving the quality of character-based learning at the early childhood education level. This indicates that educators are not only focused on academics but are also committed to shaping children's character based on strong religious and moral values. Success in this assessment can serve as a basis for developing more effective and relevant education programs that support children's holistic growth in the future.

Although the number of respondents who answered (No) was very small, namely one respondent or 5%, it needs to be explained that one of the main factors contributing to this problem conceptually is the lack of understanding and skills in conducting assessments. Teachers faced challenges in selecting and applying assessment techniques that suit learning needs. Gulikers pointed out that difficulties in designing and implementing authentic assessments are often caused by limited understanding and a lack of training related to assessment techniques (Sokhanvar et al., 2021). Furthermore, James and Pedder indicated that although teachers realize the importance of assessment, they still experience obstacles in its implementation due to a lack of skills in implementing effective assessment strategies (Schellekens et al., 2021).

Additionally, kindergarten teachers need training in developing weekly learning implementation plans and daily learning implementation plans based on authentic assessment. This training aims to improve teachers' understanding and skills in designing learning tools that suit the needs of early childhood (Andayani, 2023). Furthermore, it is necessary to improve the competence of early childhood institution teachers who have an important role in planning and implementing the learning process, assessing learning

outcomes, and guiding, nurturing, caring for, and protecting students. Career development and professional competence of early childhood institution teachers are very important in supporting their profession (Anggraini, 2022). Therefore, increased training and professional development for teachers in early childhood education units is essential to ensure more optimal application of assessment techniques in the learning process.

In the aspect of assessment techniques commonly used by teachers, direct observation is one of the main methods in assessing early childhood development as it provides a real picture of children's behavior, interactions, and responses in a natural environment. This method allows educators to obtain authentic data that can be used in planning more effective curricula and learning strategies. According to Hattie and Timperley, feedback obtained through direct observation allows students to recognize strengths and areas that need improvement more clearly (Steiss et al., 2024). Nikawanti et al. (2024) explained that observation in the early childhood education environment helps in instilling multicultural values through parenting implemented by parents and teachers. Direct observation helps assess not only children's cognitive development but also their social and moral aspects. Therefore, the integration of direct observation as an assessment technique in early childhood education needs to be supported by training for educators so that they can use it optimally and in accordance with applicable educational standards (Nikawanti et al., 2024).

In the aspect of the teacher's use of an assessment rubric, according to Nitko and Brookhart, one of the main reasons is teachers' lack of understanding of the benefits of rubrics as objective and systematic assessment tools (Suryawati & Osman, 2017). In addition, research by Panadero et al. (2023) shows that some educators feel that creating and using rubrics requires time and certain skills that they have not mastered, so they prefer simpler or subjective assessment methods. The impact of not using rubrics in the assessment of religious and moral aspects is quite significant. According to Brookhart, without rubrics, assessment can be inconsistent and subjective, so the results obtained do not accurately reflect

children's development (Panadero et al., 2023). Thus, the application of rubrics in assessment is important to improve accuracy, consistency, and effectiveness in measuring children's development in this area. Therefore, increased professionalism in teacher training in the use of assessment rubrics needs to be enhanced to ensure wider and more effective implementation in the Raudhatul Athfal environment.

In the aspect of teachers involving parents in the early childhood religious and moral values assessment process, some teachers have not involved parents in assessing children's religious and moral values for various reasons. According to Epstein, one of the main factors is a lack of understanding of the importance of parental involvement in children's education. Some teachers feel that assessment is an exclusive task of the school and do not see the need for parental input (Waluyandi et al., 2020). In addition, research by Hornby and Lafaele shows that parents' busy schedules, lack of effective communication between teachers and parents, and different perceptions of roles in education can be major barriers to parental involvement (Hornby & Blackwell, 2018).

The impact of not involving parents in assessment is significant. According to Fan and Chen, parental involvement in children's education is positively correlated with their learning outcomes and social-emotional development (Tan et al., 2019). If parents are not involved, children potentially lose the opportunity to have religious and moral values reinforced at home, resulting in inconsistencies between the school and family environment. In addition, Christenson and Sheridan emphasize that when parents are not involved, teachers lose valuable perspectives on children's development outside of school, which can lead to less comprehensive assessments. Some teachers have not involved parents in the assessment of children's religious and moral values due to various factors (Smith et al., 2020). Research by Kale et al. (2023) found that parents' socioeconomic status, teachers' social competence, and school climate significantly influenced the level of parental involvement in early childhood education. These factors can be an obstacle for

teachers in involving parents in the assessment process.

The impact of the lack of parental involvement in assessing children's religious and moral values is significant. According to Juwita et al. (2020), parental involvement in school programs has an important role in improving the effectiveness of early childhood education. Without parents' active participation, efforts to instill religious and moral values may be less than optimal, given the importance of consistency between education at school and home.

Overcoming this requires collaborative efforts between teachers and parents, as well as improving teachers' social competence in building effective communication with parents. In addition, creating a school climate that supports parents' participation can help increase their involvement in the assessment process and their children's religious and moral values education.

These results of the frequency of teachers assessing children's religious and moral values are in line with relevant studies that show that less frequent assessments can hinder continuous monitoring of children's development and reduce the effectiveness of learning strategies tailored to children's individual needs (Heikka et al., 2023). In addition, the lack of regular assessments can also lead to delays in identifying and addressing children's learning difficulties (Hjelt et al., 2024). Therefore, education institutions need to consider policies that support regular assessment and provide training to teachers to manage time and teaching methods that allow for more frequent and effective assessment (Mondi et al., 2021).

The findings imply that educational systems that do not prioritize regular and systematic assessments risk failing to identify and support children with learning difficulties early enough, which may widen achievement gaps over time. This underlines the necessity for institutional reform, where policies should not only mandate more frequent assessments but also allocate adequate resources and training for educators. Without such support, increasing the frequency of assessments may burden teachers and compromise instructional quality. Thus, effective implementation requires a balanced approach, integrating

assessment seamlessly into teaching practices through professional development and manageable workloads.

Most teachers recorded the results of the assessment in writing, indicating a high awareness of the importance of documenting the development of religious and moral values in early childhood. This documentation can be used for evaluation, child development reports, and administration and accountability purposes. Nonetheless, a small number of respondents did not record the results of the assessment. Conceptually, recording the results of the assessment of the development of religious and moral values in early childhood is an important step in the educational process. Without systematic documentation, teachers face difficulties in accurately monitoring and evaluating each child's development. This can hinder the identification of children's specific needs and appropriate learning planning (Putra & Anhusadar, 2025). Furthermore, teachers should better recognize their students by observing and recording, especially the development of children's religious and moral values through assessment activities (Imam & Ikrima, 2021).

Educational institutions can provide simpler and more efficient guidelines or recording formats so that recording is not considered an additional burden. Teachers who have not recorded assessment results can be given an understanding of the benefits of documentation, both for reporting to parents and for monitoring children's development more systematically. The implementation of a digital system or recording application can be a solution to make the recording process more effective and less time-consuming.

An implication of the findings in the aspect of the teacher giving feedback to the children is that the small percentage of respondents selecting "other" categories highlights potential gaps in understanding the challenges faced by educators in early childhood education. This suggests that educational institutions must actively seek to identify and address these barriers, such as excessive workloads or inadequate teaching methods, to enhance the effectiveness of teaching practices.

Furthermore, Danielowich and McCarthy (2013) underscore the importance

of involving students in the feedback process, as it can lead to improved problem recognition and understanding. This indicates that educational systems should not only focus on teacher assessments but also incorporate student feedback mechanisms to foster a more comprehensive understanding of learning challenges.

Additionally, the findings align with Gunawan and Soesanto (2022), emphasizing that accurate feedback on student assessments is crucial for improving learning outcomes. Therefore, educational units should prioritize the development of robust feedback systems that facilitate communication between teachers and students, ultimately leading to better educational practices and enhanced student performance. This calls for a holistic approach that integrates teacher support, student involvement, and effective feedback mechanisms to create a more responsive and effective early childhood education environment.

In the aspect of teachers reporting assessment results to parents, effective communication between teachers and parents is essential in supporting children's moral development. Studies show that regular communication between teachers and parents has a positive impact on children's character development, and the active involvement of parents in children's moral education plays a significant role in shaping positive behavior and values (Wuryaningsih & Prasetyo, 2022).

Lack of communication can lead to parents' lack of understanding of their children's needs and development, resulting in less effective support (Yang et al., 2023). Therefore, teachers and parents need to establish regular and structured communication, such as through monthly reports or periodic meetings, to ensure that religious and moral values can be consistently and effectively instilled in children. In addition, effective communication strategies, such as the use of visual aids and interactive media, can help in conveying subject matter and values to children. Clear and simple verbal instructions, as well as the use of picture stories, are also effective in early childhood education (Permana et al., 2022).

In this aspect, teachers documented the results of the assessment of religious and moral

values of young children. Daily notes, while useful for tracking short-term progress, often focus too much on routine observations and may fail to capture a child's overall development, missing important milestones and nuances in their learning journey. This limitation highlights the need for more comprehensive assessment strategies, such as portfolios and periodic reports, which align with modern educational practices by offering a more holistic view of student growth. Portfolios showcase a child's progress, creativity, and interests over time, while periodic reports provide structured insights into academic, social, and emotional development. Portfolios allow educators to collect various evidence of children's development, including work and reflections, which can help in formative and summative assessment (Yılmaz et al., 2021). As education continues to evolve in response to technological advancements and diverse learning needs, flexible and adaptive assessment methods become essential. Implementing these alternatives also requires sufficient training and professional development to ensure educators can effectively interpret and use the data. Ultimately, combining various assessment techniques supports a more complete understanding of each child's unique learning journey and enhances the ability to meet their developmental needs in a rapidly changing educational landscape.

CONCLUSION

Based on the analysis of the use of assessment techniques to evaluate the developmental aspects of religious and moral values in early childhood in kindergartens/RAs in the Baruga Sub-district, Kendari City, it can be concluded as follows. The assessment of children's religious and moral values in early childhood education reflects a strong commitment among educators. Teachers are generally aware of the importance of evaluation and consistently implement it through practical classroom approaches. Observation is the most favored method, offering authentic insights into children's behaviors and interactions within their natural learning environment. This preference underscores the value of context-based

assessments in nurturing moral and religious understanding.

While many educators apply structured tools such as rubrics to maintain objectivity, there remains a need for broader skill development to ensure consistency across all practitioners. Moreover, although parental involvement is acknowledged as essential for reinforcing values taught at school, collaboration between educators and families still requires strengthening in certain contexts. Regular feedback and documentation practices are commendably in place, reflecting a dedication to monitoring and supporting children's development. However, the overreliance on a single method of documentation highlights the need for a more varied and holistic approach. Incorporating diverse techniques such as portfolios and anecdotal records could offer richer, more comprehensive insights into each child's progress.

To further enhance the quality of assessment in this domain, it is recommended that teachers receive ongoing professional development, particularly in diversifying assessment tools and improving parent engagement strategies. Schools should also cultivate a culture of reflective practice, encouraging educators to evaluate and refine their methods continually. By doing so, the assessment process can evolve into an even more effective and meaningful part of early childhood education.

ACKNOWLEDGEMENT

The authors would like to express sincere gratitude to the Rector of IAIN Kendari, the lecturers of the PIAUD Study Program at IAIN Kendari who kindly served as validators for the research instruments, and the principals and teachers of kindergartens in the Baruga Sub-district who willingly participated as respondents in this study. The authors also extend thanks to the *EduBasic Journal* and all parties who contributed to the completion and publication of this article.

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