

THE ROLE OF TEACHERS IN CONDUCTING ASSESSMENTS OF THE LANGUAGE DEVELOPMENT OF 4-5 YEAR-OLD CHILDREN AT TIRTAYASA ISLAMIC KINDERGARTEN

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ABSTRACT

Language development assessment in early childhood often faces challenges of objectivity, due to children's behavior in the classroom being difficult to predict. This condition requires teachers to have a deep understanding of how to carry out assessments properly. This study aims to describe the role of teachers in planning, implementing, analyzing, providing feedback, and evaluating, while simultaneously addressing real challenges in conducting language development assessments for children aged 4-5 years at TK Islam Tirtayasa. Through a descriptive qualitative approach, data were comprehensively collected using observation techniques, in-depth interviews with class teachers, and field documentation in the form of checklists, anecdotes, and the work results of Group A children. The data analysis used is based on Miles and Huberman, which includes data reduction, data display, and drawing conclusions. The research results show that Group A teachers have systematically implemented language development assessments through several stages. Nevertheless, in carrying out the effectiveness and consistency of these assessments, teachers sometimes face challenges, namely less conducive classroom conditions, such as children running around, fighting, and crying. This study provides new findings on the contribution regarding the importance of aligning the ability to conduct assessments with teachers' skills in classroom management to maintain the accuracy of assessment results on early childhood language development.

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INTRODUCTION

The ages of 4-5 years old are a fundamental growth period that determines a child's developmental success in the future. During this so-called golden age, a child's brain works optimally to build intelligence, marked by high curiosity and a drive to explore verbally (NAEYC). At this stage, children need to receive the right education because education is fundamental, often referred to as the 'initial foundation.' If early childhood education is

appropriate and well-developed, it will impact the child's future education (Dewi, 2019). This education aims to provide stimulation so that children are ready to follow skills in the next stages of learning (Feby, 2021). Therefore, the stimulation provided by teachers and parents becomes a determining factor in maximizing this growth and developmental potential (Etnawati, 2022). Among the various aspects of development, language occupies a central position because it plays a role as an instrument of social communication as well as a means of increasing children's intellectual and emotional capacity (Tri, 2018).

In the context of learning, teachers are responsible for integrating the four language skills through interactive strategies such as storytelling and question-and-answer sessions to stimulate children's interest (Octa, 2025). However, teacher professionalism is not only tested through the teaching process but also through the ability to carry out accurate assessments. Assessment is not merely an administrative routine, but rather a systematic process for continuously collecting and analyzing information on children's development (Maryani, 2020). Teachers must be able to design relevant instruments—from anecdotal notes to student work—so that assessment results align with individual needs and the applicable curriculum (Kartika, 2023).

Although numerous studies have been conducted on early childhood language development assessment, most of the previous literature, as reviewed by González (2011), still focuses solely on the role of teachers, rather than on assessing children's language development. However, based on the researcher's observations, this research still has gaps related to the actual processes, procedures, and instruments used by teachers when assessing early childhood language development in the field. Many teachers are trapped in purely subjective or administrative assessments, without understanding how to explore children's language data in depth. Because there are still limited studies that discuss in detail the role of teachers in assessing early childhood language development, this is the main urgency of conducting this research.

The novelty of this study lies in its focus on the role of teachers in assessing children's language development. While previous research has tended to view language assessment in a classical manner (generalized across a class), this study examines how teachers design, modify, and implement adaptive assessment instruments for children with varying language learning rates. By exploring how teachers identify assessment results based on professional standards (NAEYC), this study is expected to provide empirical contributions to improving teacher competency and strengthening policy. Assessment at the educational unit level. Through the title "The Role of Teachers in Conducting Language

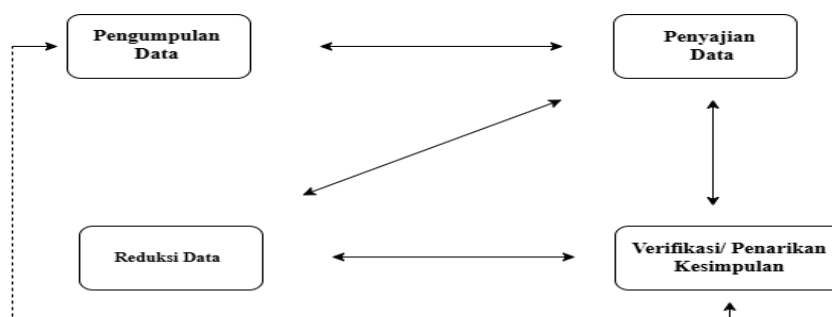
Development Assessments in Early Childhood," researchers sought to uncover the procedures and effectiveness of assessments at Tirtayasa Islamic Kindergarten as a model for improving educational practices. The objectives of this study include:

1. To determine the planning procedures for language development assessments for children aged 4-5 years, developed by Tirtayasa Islamic Kindergarten teachers, including determining objectives, techniques, and achievement indicators.
2. To determine the role of Tirtayasa Islamic Kindergarten teachers in utilizing the results of language development assessments for children aged 4-5 years as feedback for designing follow-up programs and improving learning.
3. To determine the challenges faced by teachers at Tirtayasa Islamic Kindergarten in conducting language development assessments.

RESEARCH METHODS

This study employed a descriptive qualitative approach to uncover the phenomenon in depth and present the facts authentically (Abdurrahman, 2021). Through this method, the researcher sought to comprehensively describe the role of teachers in implementing language development assessments for 4-5 year-old children at Tirtayasa Islamic Kindergarten.

The study involved one teacher from Group A at Tirtayasa Islamic Kindergarten. This subject refers to teachers with certain characteristics and the potential to provide relevant data. The use of a descriptive design allows researchers to provide a detailed description of the teachers' work procedures without any manipulation of the research subjects. The data analysis technique in this study uses an interactive analysis technique developed by Miles and Huberman, consisting of three components of continuous activities: data reduction, data display, and conclusion drawing (Miles, 2014).



Picture 1. Data analysis

This research was conducted at Tirtayasa Islamic Kindergarten, located in Serang City, Banten, Indonesia. The research location was selected based on its relevance to the

characteristics of the research focus, thus enhancing the role of teachers in assessing language development. Data validation techniques used included extended participation, triangulation, member checking, negative case analysis, peer review or discussion, and reference adequacy.

RESULTS AND DISCUSSION

Results

Implementation of Language Development Assessment in Early Childhood at Tirtayasa Islamic Kindergarten

Based on the results of observations (CL1, CL2, CL11, CL12, CL13, CL10), interviews (CWG.jw1, CWG.jw2, CWG.jw3), and documentation (CD1, CD2, CD3) it shows that the planning procedure for language development assessment of children aged 4-5 years carried out by teachers at Tirtayasa Islamic Kindergarten is carried out through structured planning. Teachers prepare this planning as a strategic instrument to evaluate children's language achievements objectively

Observation data, as well as interviews with teachers, at Tirtayasa Islamic Kindergarten show that assessment procedures and implementation are carried out quite well by teachers. The initial step begins with formulating assessment targets aligned with child development standards. This aims to ensure teachers have clear achievement standards when observing children's language skills in class and then completing the assessment on instruments such as checklists and anecdotal notes. This method aims to ensure data collection remains natural but also accurate because it does not interfere with the child's time during the data collection process. Indicators of success are determined based on the child's abilities. Where the child is able to respond to questions or instructions from the teacher and convey ideas both verbally and in writing.

The role of teachers in assessing the language development of children aged 4-5 years at Tirtayasa Islamic Kindergarten

Based on observations, interviews, and field documentation, teachers at Tirtayasa Islamic Kindergarten (TK Islam Tirtayasa) have demonstrated a significant improvement in their use of assessment results for 4-5-year-old children. Teachers don't stop at simply documenting grades, but instead use the children's achievement data as feedback to evaluate the effectiveness of their teaching methods. From the collected assessment data,

teachers are able to identify which aspects of language require additional stimulation or are already well-developed.

Then the observation results (CL6, CL7, CL8), interview notes (CWG.jw4, CWG.jw5, CWG.jw6) and documentation (CD4, CD5, CD6). Show that the results of this assessment are the main foundation for group A teachers to design the next program with an individual and of course on target. For example, when most children still have difficulty putting together new vocabulary, the teacher immediately conducts an evaluation by modifying the learning strategy or adding more interactive learning media.

The main challenges faced by Tirtayasa Islamic Kindergarten teachers in carrying out language development ability assessments in children aged 4-5 years.

Based on the results of observations, interviews and field documentation at Tirtayasa Islamic Kindergarten, it shows that the implementation of language development assessments has major challenges or obstacles. Where teachers often have difficulty assessing children in detail because the children's condition is sometimes too active, so that the assessment carried out by group A teachers becomes less conducive, because the teacher's focus becomes divided at the same time.

The results of field notes (CL9), interview notes (CWG.jw7) and documentation notes (CD7) show that the obstacle to implementing language development assessments in children aged 4-5 years at Tirtayasa Islamic Kindergarten is that teachers sometimes experience difficulties because the class conditions are too active. Where children run around, fight and cry. This shows that teachers still experience problems in implementing language development assessments at the Tirtayasa Islamic Kindergarten when observing the development of language skills in children aged 4-5 years in detail.

Discussion

Implementation of Language Development Assessment in Early Childhood at Tirtayasa Islamic Kindergarten

In this study, researchers found that the language development assessment planning procedure at Tirtayasa Islamic Kindergarten had been implemented, as seen from how teachers systematically determined the indicators for children's language development, which were outlined in the RPPH (Learning Plan for Language Development). This is an initial step that serves to establish standards and a foundation for conducting sound and accurate assessments. By establishing indicators for children's language achievement before

starting lessons and conducting observations, teachers are certainly better prepared to conduct objective assessments. This turned out to be a strong foundation, as stipulated in the National Education Standards in Government Regulation Number 32 of 2013. However, the RPPH should not be reduced to merely a rigid administrative document. If teachers become trapped in formality and treat the indicators in the RPPH as the sole assessment benchmark, the instrument has the potential to limit language development assessment. In line with previous research, the effectiveness of this RPPH should not be seen solely as a sole reference, but should be more than that. Where the indicators provide space for teachers when facing the often unpredictable realities of the classroom. This finding certainly reinforces the role of teachers, as proposed by Gage and Berliner, as well as research (Maryani, 2021). The contributing factor is the shift in evaluation orientation at the educational level, from its initial focus on final assessments. The recognition that the language process is more valuable than merely an administrative process of encouraging children.

In planning authentic assessments and observations, it is clear that the instruments have been carefully prepared to ensure accurate data collection during observations. The observation methods integrated into the instruments include a checklist assessment with scales of BB, MB, BSB, BSH, and anecdotal notes, which must be taken when the child experiences an event. This is in line with previous research studies that suggest authentic assessments during observations have a positive and relevant influence on the quality of development in learning (Mastikawati, 2022). However, this approach is prone to high subjectivity in standardizing the established achievement scales. The boundaries between children categorized as BB, MB, BSB, and BSH in terms of repressive and expressive language development are ineffective because they depend on the teacher's feelings during the observation. Therefore, when conducting assessments, they must be implemented immediately. Other research has also shown that working memory may be useful, but information stored in working memory is also easily lost due to interference or overload (González, 2011). When teachers use observation instruments, they appear to demonstrate a good effort to achieve accurate assessments. However, in its implementation, there is the potential for forgetfulness to occur when validating child development data.

Tirtayasa Islamic Kindergarten teachers prepare learning media such as worksheets for bolding letters and numbers. This media is one of the tools that helps teachers analyze data on children's language development assessments. Every handwritten work of a child and the responses to questions the teacher asks about the work can be used as analysis data.

This method uses performance and observation methods to obtain a complete picture of children's language abilities and language learning (Barry, 1995) in (Farnsworth, 2018). However, the activity of bolding letters is essentially an activity of following a pattern, not a cognitive language process involving sentence structure. Teachers only assess children's language development from the neatness of the bold lines, this is prone to creating ineffective conclusions. In line with previous research that states, teachers can be mistaken in assessing language skills, when children are only proficient in their motor skills. Because teachers who conduct assessments from sheets of paper and pen as mere observation tools become sensitive to learning assessments and are less useful for children's diverse abilities (Darling, 2000). Children who have good fine motor skills will be considered to have good language development, even though they may only imitate visual patterns without understanding the meaning of the words. On the other hand, children who having ideas but whose fine motor skills are not yet fully developed will be considered less proficient in language development.

The role of teachers in assessing the language development of children aged 4-5 years at Tirtayasa Islamic Kindergarten

Based on the researcher's findings, it was apparent that the Tirtayasa Islamic Kindergarten teacher implemented a feedback strategy with the children, asking simple questions or recalling after the learning activity was completed. Through the questions posed to the children, the teacher directly observed the children's receptive language skills in understanding the questions and their expressive language skills in expressing their ideas and feelings. This process served as a strategy for the teacher to assess the extent of the children's ability to understand and express their experiences before concluding the day's learning. Throughout the observation of the children, the teacher provided specific positive feedback to the children related to the achievements that had been set according to expectations (Hemmeter, 2015). Although providing feedback is very effective for developing emotional skills, children can also experience the risk of becoming dependent on teacher validation. In line with previous research, if the material presented by the teacher has not been conveyed optimally, providing feedback should have little impact on criterion performance, because there is no way to connect new information with what is already known. However, this can also have a dependency impact on children's development (Hattie, 2007). This happens because when a child doesn't understand the material, and the teacher continues to provide instructions or interactive feedback to elicit the correct answer,

the child will naturally understand the teacher's strategy. They already know it and don't need to think; they simply wait for the teacher to provide instructions or correct their mistakes.

Observation of children's work, namely bolding letters and words on the assigned worksheets, can help teachers in analyzing how children's language skills develop, where teachers compare the results of children's handwriting with the achievement indicators that teachers have set in the RPPH (Daily Learning Implementation Plan) (Nurtiani, 2019). From the analysis of documentation of children's work, in line with other studies that link work with the ZPD, namely through children's handwriting, teachers can see what children can do independently, such as bolding letters and numbers and can be used as data for assessment (Seana, 2003). However, sometimes it is found that assessments should not only be based on teacher feelings, authentic work While providing physical evidence is helpful, teachers must also be careful not to get caught up in the assessment. In the end, only the final result, but also continue to see the child's process when the child draws his work.

Based on observations at Tirtayasa Islamic Kindergarten, researchers also found that group A teachers had demonstrated their role as evaluators. Data collected through observation was then analyzed, grouped according to a checklist assessment scale, and presented in the form of anecdotal notes. The results of this analysis do not directly become final grades; before determining the grade, teachers will evaluate the assessment results. The evaluation aims to re-confirm whether the children have understood the material as expected after the teacher provides feedback. In the evaluation, teachers prepare activities optimally, through evaluating obstacles arising from teachers, stimulation, learning facilities, learning management, and the principal's policies, which can be resolved properly. This ensures that the curriculum program runs according to the children's needs. Evaluation is a crucial aspect of assessment, as it is useful for monitoring children's overall development. Evaluation aims to ensure that stimulation meets established standards and that the work is sufficient to produce accurate data (Raikes, 2019). Teacher evaluation serves as a means to ensure that the feedback provided is effective and understood by the children. This strategy certainly minimizes the risk of subjective assessment. Evaluation is a pillar of assessment, comprehensively monitoring a child's development and ensuring that the stimulation provided meets established standards to produce accurate assessment data (Wong, 2026). Teachers understand that a child's development cannot be measured with a single test. Therefore, evaluation is also used to obtain comprehensive and optimal data on a child's development.

The main challenges faced by Tirtayasa Islamic Kindergarten teachers in carrying out language development ability assessments in children aged 4-5 years.

Based on the researchers' observations, it was found that teachers' role in implementing assessments at Tirtayasa Islamic Kindergarten is quite good, but sometimes assessments do not always run smoothly. This is because teachers often face challenges in carrying out assessments. This is related to the highly active nature of children, which makes it difficult for teachers to conduct detailed assessments. For example, there are obstacles when classroom conditions are not conducive, such as children running around, arguing, and crying during learning. This makes it difficult for teachers to provide objective assessments. Due to frequent interruptions, teachers are forced to conduct assessments based solely on memory or cursory observations. This, of course, results in teachers losing focus, often missing important events related to children's development. This can be a serious obstacle if the assessment is not documented in detailed assessment data. This is where the teacher's role comes in. Classroom management can be defined as a teacher's ability to cooperatively manage time, space, resources, children's roles, and behavior to provide an atmosphere that encourages learning (Davis, 2019). In line with Djamarah and Zain's theory, one of the skills teachers must possess in learning is the ability to manage the classroom well. Teachers must create, maintain, and restore optimal learning conditions so that teachers can (Darmawan, 2023).

CONCLUSION AND SUGGESTIONS

Conclusion

The language development assessment planning procedures implemented at Tirtayasa Islamic Kindergarten are quite effective, as teachers implement them systematically. This demonstrates that teachers have a structured foundation for preparing language development assessment instruments. Teachers utilize the results of language development assessments in children aged 4-5 years at Tirtayasa Islamic Kindergarten as feedback to design follow-up programs and improve learning. This is quite good, where the data obtained by teachers from the assessment of children's language development is used actively. The main challenge that Tirtayasa Islamic Kindergarten teachers often experience in the classroom is when observing and assessing the language development of children aged 4-5 years. Although the planning process runs smoothly, teachers sometimes face the reality that the children are very active, often running around, fighting, and crying.

This is a challenge at this time because the teacher's focus is certainly divided, resulting in a lack of detail in the assessment.

Suggestions

For institutions, the implementation of language development assessment planning procedures has been quite successful. Based on research experience, the researcher recommends that the implementation of language development assessment planning procedures include training in managing children's work, as assessment data is not simply stored as archives but also used as material for curriculum evaluation.

For teachers, based on the researcher's experience in the field, the researcher observed and found that sometimes classroom conditions were very active, with children joking, arguing, or crying. Therefore, the researcher recommends that teachers be more enthusiastic, attentive, and focused on their children, so that they can also concentrate on the activities they are doing together during the lesson. Regarding the anecdotal notes assessment, the researcher recommends that teachers record anecdotal results on time, on the same day the lesson concludes, without postponing until the next day.

For researchers, in order to continue deeper research related to the role of teachers in conducting language development assessments, researchers must learn more deeply about the role of teachers in conducting language development assessments and researchers must also explore theories related to assessment and language development so that researchers can better understand how to apply assessments to language development so that they are in accordance with the facts in the field.

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