



Analysis of Learning Evaluation at TKIT Nurul Ilmi in Childrens' Emotional Aspect

Lily Sardiani Daulay¹, Nurmawati², Ahmad Syukri Sitorus³, Nur Elmi⁴

^{1,2,3,4}(Universitas Islam Negeri Sumatera Utara, Medan, Indonesia)

* Corresponding Author. E-mail:

lily0331224026@uinsu.ac.id, nurmawati@uinsu.ac.id, ahmadsyukrisitorus@uinsu.ac.id,

nurelmi0331224044@uinsu.ac.id

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Abstract

In childhood there are six areas of life development, including emotional development, so that the assessment of emotional development in children must be evaluated early. An objective assessment can properly monitor a child's emotional development. This research was conducted at TKIT Nurul Ilmi, Percut Sei Tuan District, Deli Serdang Regency. The research method used is qualitative research using interview, observation, and documentation data collection techniques. The activities used by TKIT Nurul Ilmi in developing children's emotional intelligence are playing puzzles and coloring, training queues, and getting used to sharing.

Keywords: *Childhood, Development, Emotional Aspect.*

Abstrak

Pada masa kanak-kanak terdapat enam bidang perkembangan kehidupan, di antaranya yaitu perkembangan emosi, sehingga penilaian perkembangan emosional pada anak harus dievaluasi sejak dini. Penilaian yang objektif dapat memantau perkembangan emosional anak dengan baik. Penelitian ini dilakukan di TKIT Nurul Ilmi Kecamatan Percut Sei Tuan, Kabupaten Deli Serdang. Metode penelitian yang digunakan yaitu, penelitian kualitatif dengan Teknik pengumpulan data wawancara, observasi, dan dokumentasi. Kegiatan yang digunakan TKIT Nurul Ilmi dalam pengembangan kecerdasan emosional anak yaitu, bermain *puzzle* dan mewarnai, melatih antrian, dan membiasakan diri untuk berbagi.

Kata Kunci: *Anak Usia Dini, Perkembangan, Aspek Emosional.*

INTRODUCTION

In childhood there are six areas of life development, one of which is emotional development. Emotional intelligence is often neglected by parents because most of them think that intellectual intelligence is a top priority in a child's life. As a result, many children, although very intelligent, are unable to control their emotions (Susilowati, n.d.).

Initially, the child has a selfish nature, can only see from one perspective,

namely himself. Children do not realize that other people can have different views from them, so at the age of 2-3 years children still tend to like to play alone. Then the child begins to interact with other children, begins to play together and develops social characteristics. Social development involves two important aspects, namely social skills and social responsibility (Raudatul Zannah et al., n.d.).

Social skills describe a child's ability to adapt to his social environment

effectively. For example, when his friend wants to use the toy he is using, he is willing to take turns. Meanwhile, social responsibility is shown, among others, by the child's dedication to his duties, respecting individual differences, and paying attention to the surrounding environment (Mashar, 2016).

Emotions are emotional experiences that involve the individual's self-adaptation to mental and physical states and take the form of observable actions. Emotions, therefore, are emotional experiences that involve one's internal regulation of mental and physical states, and take the form of observable actions.

There are several aspects of socio-emotional development that need to be improved in early childhood. Learning to get along, namely efforts to develop self-confidence and a sense of satisfaction that he is accepted in his environment. Learn to express yourself, learn to show your talents, thoughts and abilities without being influenced by the presence of adults. Learn to be independent and stand alone without parental or caregiver supervision. Learn to interact with society, adapt to groups and develop openness. Learn how to participate in groups, work together, share, take turns, and accept the rules of the group. Learn to develop child leadership. Then the family has an important role in educating the child (Maulana, 2021).

Many children tend to dominate their friends and parents. After the family, school is the most important environment in a child's emotional development.

Monitor children's activities and know how their emotional development benefits them. Therefore, the researcher chose to make observations to find data that was carried out by TKIT Nurul Ilmi to conduct an assessment of children's emotional development.

Emotion comes from the Latin *emotere*, condition to do (initiative, urge to act). Therefore, emotions have several components. That is, there is movement to act, subjective experience of emotions, and perceptions of these emotions: subjective, behavioral (behavioral) and physiological components (Palintan, 2020).

The stage of emotional growth in children includes the stages of ideas and thoughts. During the stage of idea development, emotional manifestation is still in its infancy. Children subconsciously express their feelings and act instinctively, so they are not aware of it. At this stage, children can feel emotions, but they cannot explain the reasons, ways, or causes of these emotions (Saputra Jaya et al., 2019).

Emotions conveyed are usually in the form of reactions to body movements. Emotions develop during the thinking stage. That is, when someone can associate emotions with thoughts. Emotions are emotional experiences that involve the individual's self-adaptation to mental and physical states and take the form of observable actions.

Emotions, therefore, are emotional experiences that involve one's internal regulation of mental and physical states, and take the form of observable actions. It is often defined as emotions such as anger, happiness, sadness, and disgust. Emotions are often associated with behavioral expressions and physiological responses (Sukatin et al., 2020).

METHOD

Types of Research

This research was conducted at TKIT Nurul Ilmi, Percut Sei Tuan District, Deli Serdang Regency. This research technique uses descriptive research techniques. Descriptive research is research that seeks to describe a phenomenon, event, or event that is happening at this time.

In the procedure for collecting information in this study, researchers collected information using observations, interviews, and documentation (Khudriyah, 2021). Observation is defined as regular monitoring and recording of phenomena seen in the object of research. What will be observed is how the evaluation of early childhood learning is carried out by educators. The researcher recorded all the necessary information and occurred during the implementation of the action. The observation sheet is used as a guide by the researcher so that when making observations it will be more focused and measurable so that the results of the information that has been previously obtained are easy to process. An interview is a meeting of two people to exchange information and ideas through questions and answers, so that an understanding is obtained on a particular topic. For interviews, researchers will conduct interviews with school principals and educators. By using an interview tool that has been prepared by the author.

Documentation is the search for information about variables in the form of records needed by researchers. The documentation used in this research is in the form of photos of ongoing activities by collecting Daily Learning Implementation Plans (RPPH), the school's vision and mission, the learning process carried out by educators on their students (Hani, 2019).

RESULT AND DISCUSSION

Emotional development in early childhood is influenced by various factors, such as psychological development, conflict, and individual conditions.

There are two main factors that influence children's emotional development, namely maturation and learning. However, Harlock emphasized that learning has an important impact on the development of children's emotions

because they can be controlled (Lubis & Khadijah, 2018).

Harlock still recognizes how important childhood maturity is in the context of critical developmental times. This critical period is the right time for children to receive outside influences, and can be increased with appropriate stimulation.

During early childhood from the social environment. This period is called the period of development and learning, when environmental influences are more receptive than at other times

Without much experience in their window of opportunity, children are demotivated and underperform in their future potential.

From this explanation it can be concluded that maturity and learning affect emotional factors. Maturity factors affect children's responses to various situations where they face internal conflicts and development, while learning factors affect the child's environment, (Palintan, 2020)

The results of interviews with the Principal of TKIT Nurul Ilmi (Susiah), researchers found several activities implemented by the school to develop children's emotional development.

"Emotional development is carried out through playing puzzle activities, because in playing puzzle activities children are taught to hold back anger and try to put all the pieces of the puzzle together into an actual picture. If the child is able to put all the puzzles together correctly then the child is able to hold back his emotions and make an effort to get something. Said Mrs. Susi, as the principal of the school.

"Apart from playing puzzles, we also get children to stand in line and share existing items or food." continued Susie's mother.

Based on the narrative of the head of TKIT Nurul Ilmi, it was concluded that the activities carried out by educational

institutions to increase students' emotional maturity are through. activities to play puzzles, practice queues, and share with friends. The benefits of these activities are as follows:

1) Playing puzzles and coloring

Puzzle playing activities are considered to be able to develop children's emotional intelligence through aspects of using emotions productively.

Children who are able to use their emotions productively, during the puzzle game, the child is able to take responsibility for the puzzles he arranges, is able to focus on the puzzle, and controls himself from frustration when he has difficulty putting the puzzle together.

Likewise with coloring children are trained to concentrate and be patient in doing their job.

2) Queue Exercise

Queuing exercises are considered to be able to develop children's emotional intelligence through aspects of self-awareness.

Children who have self-awareness when dealing with playing activities, or eating together while waiting for their turn, children will get used to behaving in an orderly manner.

The child will not cut his friend's queue, because he realizes that if he is the one who is cut, he will be angry and don't like it.

For children to have behavioral qualities, they must know and understand their own emotions and recognize the impact of emotions on actions.

3) Practice sharing and collaborating

Sharing exercises can be done by children through coloring activities and eating together, sharing can develop children's emotional intelligence through aspects of building relationships.

Children who have aspects of fostering good relationships, children will have behavioral characteristics that include

empathy and concern for others as well as good cooperative attitudes. In addition, it also includes the attitude of sharing such as food or stationery.

being studied. This is because in this learning model, students are not only given explanations from the teacher but students also get explanations from their deskmates and from other deskmates. On the other hand, students are also directed to be more sensitive in terms of thinking and sharing or sharing information with their friends. This is in line with the learning model strategy "Think-Pair-Share" introduces the idea of wait or thinking time in the interaction element of cooperative learning which is currently one of the powerful factors in improving students responses to questions" (Huda, 2013).

Achievement of Children's Emotional Development at TKIT Nurul Ilmi

The achievements of children's emotional development at TKIT Nurul Ilmi, namely:

- 1) Children are able to show an independent attitude, such as children who are used to completing assignments.
- 2) Children are accustomed to discipline, this can be seen when children are able to obey rules such as arriving on time and following the rules in class in an orderly manner.
- 3) Children include children who are confident, such as daring to appear in front of friends, teachers, parents, and other social environments.
- 4) Children are used to queuing in order (waiting for their turn), this can be seen when queuing to wash hands before eating.
- 5) Children are used to admitting their mistakes when they are guilty by apologizing and willing to forgive other people's mistakes.

- 6) Children have a caring attitude and know the feelings and conditions of their friends. Like when a child shows empathy.
- 7) Children are children who like to share with friends, be it food or toys.
- 8) Children are used to showing a happy attitude doing activities with friends.
- 9) Children are used to expressing what they feel.

The developmental achievements used by TKIT Nurul Ilmi are used in assessing children's emotional aspects by observing the activities carried out by children every day, then all children's developments are recorded, and reported during the distribution of semester assessments.

The development of emotional intelligence in early childhood is the child's ability to control his feelings and the feelings of other people so that children are able to adapt and be well received in their environment. An objective assessment can properly monitor a child's emotional development.

The activities used by TKIT Nurul Ilmi in developing children's emotional intelligence are playing puzzles and coloring, training queues, and getting used to sharing. Each achievement of the child's emotional development is evaluated and reported when reporting semester grades.

CONCLUSIONS

The development of emotional intelligence in early childhood is the child's ability to control his feelings and the feelings of other people so that children are able to adapt and be well received in their environment. An objective assessment can properly monitor a child's emotional development.

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