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1 Problems and Constraints of Authentic Assessment among Children's Early Education Teachers

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1 Abstract

Authentic assessment aims to plan the individual learning of children by identifying specific needs, assistance or services. The current study aims to identify constraints faced by them in implementing authentic assessment of teachers in early Childhood Education in North Aceh. This study was conducted through three phases, namely the first, the study of problems and constraints of teachers in implementing assessment practices on 70 early Childhood teachers; the second phase, reviewing the teacher documents on the six selected early Childhood teachers and the third examining the constraints from the perspective of five teachers in implementing authentic assessments. The first and second phase analyzes used descriptive statistics. The third phase study data were analyzed qualitatively. Findings show that 70 (100%) teachers get strong emphasis from parents to teach reading, writing and counting to their children. The findings, on the other hand, have identified the constraints faced by teachers, namely the influence and demand from families who want their children to be able to read, write and count as well as testing using written tests. Lack of instruction from the Ministry of Education is also a constraint in implementation.

Keywords: early childhood education, authentic assessment, North Aceh

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Introduction

One of the duties and functions of early childhood education teachers is to carry out assessments. Assessment is an important process of the learning activity cycle to ensure whether or not the learning objectives have been achieved. The National Association of Children's Education in Morrison (2012) explains that assessment is the process of observing, recording, and documenting what children do, and how they perform as the basis of educational decisions affecting children. The Ministry of Education explained that assessment is a process of measuring the results of children's learning activities. Suyana (2013) submitted that assessment is the application of various methods and the use of various assessment tools to obtain information about the achievement of students' competencies. Thus, assessment is the collection of data and the processing of various data as a whole about the learning process and outcomes before making decisions in child development.

Assessment in early childhood education must aim to determine progress in achieving key developments, make placement decisions, diagnose teaching and learning problems, assist in decision making related to teaching and curriculum, and is fundamental in making reports to parents and assist specific children in assessing self-improvement (Katz, 1995). The National Association for the Young Children (NAEYC) has concluded that assessments for children must consider developmental, cultural and linguistically responsive elements related to children's daily activities, supported by professional development, including family, and related to specific purposes and benefits. To assess the strengths, progress, and needs of children, assessment methods are needed by considering among others, making the right decisions in learning, identifying problems that occur that require focused intervention for each child, and assisting children's education improvement programs. Thus, the usage of a systematic approach of assessment methods for obtaining information with observations, anecdotes, checklists, references, projects, and portfolios.

Appropriate assessments applied to early childhood education are authentic assessments (Bagnato et al., 2014; Bredekamp & Copple, 2009; Brassard & Boehm, 2007; Meisels, 1995; NAEYC, 2003 Roopnarine & Johnson, 2012; Taha et al., 2020). According to Mueller (2005) says the authentic assessment is a form of assessment of children being

asked to present assignments in real situations by demonstrating meaningful essential skills and knowledge. Authentic assessments are made to find out what children are doing realistically, in accordance with the natural play environment, how children behave, by directly observing the creativity and learning strength of children (Piaget, 1971).

3 Authentic assessment has implications for children because they are given the opportunity to apply the knowledge and skills they have in ways that are relevant to their daily lives and not limited to skills and knowledge in school only. The difference between authentic assessment or alternative assessment with traditional assessment is according to (Mueller, 2008) among others in traditional assessment, children are faced with several choices of answers (e.g. true or false) and asked to choose the right answer. Assessments using traditional tests to children such as true-false or multiple-choice tests must be avoided, as children are known to be bad test takers (Ratcliff, 1995; Shepard, 1994). The same was stated by the National Research Council (2009) of the United States which recommends not giving written tests to children in the United States before they enter the 3rd grade of Primary School. The use of traditional assessments is not yet appropriate for childhood (Cohen et al., 2008; Copple, & Bredekamp, 2009; Katz, 1995). In fact, the development of real children can be recorded without interruption or coercion (Brassard & Boehm, 2007; Yunus, 2013).

Child development is an important foundation that teachers should understand, as a basis for early childhood education educators in developing learning activities that suit the age, interests, and needs of children. To plan activities appropriate to the development of childhood educators need to perform needs analysis and assessment. 9

In carrying out the assessment, every teacher of early childhood education should consider the overall development of each child. This is because early childhood education differs from that of children in education on it. In Curriculum 2013 trusts the early childhood education curriculum that the early childhood education curriculum should follow the development of religious and moral values, social and emotional development, language, cognitive, physics and motor, and the development of art. Therefore, in each assessment, the teacher should follow the child's development. Assessment must be done continuously with the right techniques and instruments. The assessment made by the teacher should be able to describe the child's overall development so that it is useful in 26 19 5

making decisions about curriculum development, child needs, and appropriate programs to help the child to develop optimally.

Indonesia's neighboring countries, such as Australia, have enacted authentic assessments, including setting standards in conducting authentic assessments and banning the use of examinations in children (ACECQA, 2018). Similarly, Malaysia has made it mandatory for teachers in early childhood education to use authentic assessment (Taha et al., 2020).

In the Indonesian context, authentic assessment has actually been formulated in Regulation of the Indonesian Minister of Education Number 146 of 2014 which explains that assessment in the 2013 curriculum is more based on competencies towards authentic assessment that can measure all competencies attitudes, knowledge, and skills based on processes and results children (Menteri Pendidikan & Kebudayaan Indonesia, 2014). The regulation explains that "authentic assessment is an assessment based on the actual condition of the child's behavior during the activity process as well as the results of the activity children, anecdotal notes, diary notes), learning outcomes processing (checklists, analysis), archiving (portfolio) and reporting (Zahro, 2015).

However, some studies show that there are still teachers in Indonesia who have not fully implemented authentic assessment of children in early childhood education (Hajaroh et al., 2018; Nurhayati & Rakhman, 2017; Tumardi & Gonadi, 2018). This means that the use of authentic assessment by early childhood education teachers is still not maximal (Hartati & Zulminiati, 2020). Although some teachers have received training on authentic assessment but the understanding and mastery of authentic assessment of early childhood education teachers in Indonesia are still low (Hartati & Zulminiati, 2020; Nurhayati & Rakhman, 2017).

Similarly, there is still a misperception about authentic assessment, one of which is an authentic assessment is done only to fill the final report of students (Nurhayati & Rakhman, 2017). Teachers are also implementing unsystematic and incomprehensive authentic assessment (Mundia Sari & Setiawan, 2020).

Mahmudah's study (2016) states that most early childhood education teachers are not interested and do not want to use authentic assessment. This study also found that the teachers' perception that authentic assessment is a waste of time and energy. This authentic assessment needs to be well planned. In line with the study of Komang et al. (2015) that

teachers experience constraints in performing authentic assessments such as difficulties in managing time, less supportive facilities, and lack of mastery of teachers in performing authentic assessments. Fauziyah & Alawiyah (2016) in Aceh Pidie mention teachers are still experiencing the challenges faced in implementing the authentic assessment. Teachers still consider authentic assessment as inconvenient and add to administrative work.

Nevertheless, in-depth studies are needed in some places on the application of the implementation of authentic early childhood education assessment, including the identification of barriers and challenges faced by early childhood education teachers. Therefore, to obtain the perspective of a broader and deeper implementation of authentic assessment of early childhood education in Indonesia, the researchers conducted a study in North Aceh/ which has a board of early childhood education. Consequently this is a study to identify the practice of implementing authentic assessments and identify the main constraints of early childhood education teachers in implementing authentic assessments.

Objectives and Research Questions

This study aims to review the practice of authentic assessment of teachers of early childhood education in North Aceh. Here are the research questions:

1. What is the practice of authentic assessment of early childhood education teachers?
2. What are the main constraints faced by early childhood education teachers in conducting authentic assessment practices?

Method

In this study, the researcher used mixed method, namely the survey method using a quantitative approach and the case study method using a qualitative approach. Survey method using questionnaire. The purpose of this survey is to enable researchers to obtain broader results on the implementation of authentic assessment practices. While the case study using interview protocol and document review aims to enable researchers to explore deeply the practice of authentic assessment of early childhood education teachers (Yin,

2017). Merriam (1998) states that case studies refer to individuals such as children, students, teachers, principals, a program, basics, a classroom, and so on. Before the questionnaire was distributed to the respondents, the researcher first conducted a pilot study and obtained Cronbach's alpha reliability value of 0.79. Similarly, the instrument of the validity of the interview protocol and the checklist of documents in this study was done by asking the services of three people who are considered to be able to evaluate and review the interview protocol questions. The researcher asked three assessors, namely a lecturer from the faculty of education of Universiti Kebangsaan Malaysia, a lecturer who specializes in the field of early childhood education at Universitas Negeri Jakarta, and a senior teacher in Indonesia early childhood education.

In the survey method, researchers have taken the respondents of 70 teachers of early childhood education in North Aceh. The first sample of these study participants is a representation of each institution of early childhood education in North Aceh from: government or private, and urban or rural areas. The researcher took one teacher from each school until the total number became 70 people to fill out the questionnaire. Meanwhile, in the case study method level, the researcher took a sample of six people by considering the representation of government and private of three people from each. While for the interview sample, the researcher took five teachers for the interview. Samples for document analysis and interviews were taken on purpose. According to Creswell (2018) that for case studies or qualitative studies many samples are not overly considered. This in turn reinforces the opinion of Cohen et al., (2007) the subjects in the case study do not depend on the number of samples except on the depth and adequacy of the data.

Data from the questionnaire were analyzed using descriptive statistics namely frequency and percentage. While the data from the interview results are used thematic analysis using six steps from (Braun & Clarke, 2006) namely familiarize themselves with the data, generate initial code, find the theme, review the theme, determine and name the theme, and, and produce a report. Data from teacher documents and notes were examined and information related to this study was recorded. All data obtained from the study of this document will be referred to as a comparison with the data from the questionnaire and interview data.

Results

Teacher Problems and Constraints Based on Questionnaires

Authentic assessment is related to the availability of tools and facilities, as stated by Munandar et al., (2017) that the implementation of authentic assessment must be supported by adequate facilities and facilities. Cania et al., (2018) argues that the problems and constraints faced by early childhood education teachers among teachers are not familiar with authentic assessment, teachers lack training and too much content in authentic assessment.

To obtain extensive information, the researcher provided a questionnaire regarding problems and constraints in performing authentic assessments to early childhood education teachers, as explained on Table 1.

Table 1. *Problems and Constraints of Teachers Based on Questionnaires*

Statement	Yes	No
Encouragement from parents to teachers to teach reading, writing and counting	70 (100%)	-
Understand authentic assessment	40 (57.14 %)	30 (42.86 %)
Authentic assessment is not easy to implement	60 (85.71 %)	10 (14.29 %)
More familiar with traditional assessments	50 (71.43 %)	20 (28.57 %)
Lack of training on authentic assessment	60 (85.71 %)	10 (14.29 %)
There is dissemination from the Indonesian Ministry of Education about authentic assessment in schools	30 (42.57 %)	40 (57.43 %)
The instructions given by the Indonesian Ministry of Education in the guidebook are not detailed	55 (78.57 %)	15 (21.43 %)
Tools and Materials for those available in schools are still lacking in supporting authentic assessment	65 (92.86 %)	5 (7.14 %)
Lots of assessments that must be implemented	60 (85.71 %)	10 (14.29 %)

Table 1 shows that 70 teachers (100%) get strong emphasis from parents to teach reading, writing, and counting to their children. A total of 40 teachers (57.44%) stated that they understood authentic assessment, 60 teachers (85.71%) stated that authentic assessment was difficult to implement, 50 teachers (71.43%) were familiar with the traditional assessment. Some other constraints in authentic assessment faced by early childhood education teachers

are 60 teachers (85.71%) stated the lack of training on authentic assessment, 55 teachers (78.57%) stated that the guidelines provided by the Ministry of Education in the guidebook are not detailed and 65 teachers (92.86%) stated that the tools and materials to conduct authentic assessments are still not enough. Finally, 60 teachers (85.71%) stated that many assessments must be implemented.

Document Analysis of Planning and activities on Authentic Assessment

Regulation of the Minister of Education and Culture Number 146 of 2014 on the Curriculum 2013 of Early Childhood Education in Indonesia has set 6 aspects of development that must be present in the assessment of child development, namely aspects of religious-moral, physical motor, cognitive, language, social and emotional values, and art. These six aspects should be stimulated and evaluated in a proportionate and comprehensive manner. Therefore, the researcher conducts or examines documents using a checklist to see the planning of early childhood education teachers in implementing authentic assessments according to the Indonesian Ministry of Education and Culture.

The researcher conducts a review or examination of documents using a checklist to see the planning of early childhood education teachers in carrying out the authentic assessment. The researcher checked the documents on six teachers, namely three teachers of government institutions and three private institutions. Table 2 shows the results of the document review of early childhood education teachers.

Table 2. *Child Development Domain in authentic assessment planning*

Child Development Domain	listed in the planning	
	Yes	No
Religious and Moral Values	4	2
Motoric	2	4
Social Emotions	2	4
Cognitive	5	1
Language	3	3
Art	1	5

1 Problems and Constraints of Authentic Assessment among Children's Early Education Teachers

Based on table 2, four teachers make assessments considering religious and moral values. Five teachers made assessments by considering cognitive aspects, two teachers considered motor and social aspects of emotions. Three teachers consider aspects of language. One teacher considers the art aspect.

The researchers conduct a review of documents related to the results of the activities of early childhood education teachers in applying authentic assessment. The results of activities in the form of notes/writings of teachers and students, pictures, or the results of teacher assessment during the learning process must be collected as part of the teacher's report to the parents.

In detail, the activities or practices of authentic teacher assessment in early childhood education appropriate to the child domain are described on table 3.

Based on table 3, on the activity of review and entry of documents related to teacher assessment. In general, on the aspect of observation which is the main approach in conducting assessments, out of the six teachers only one teacher made daily notes, none of which made anecdotal notes. In performance appraisal, five teachers focused more on singing and counting activities. Five teachers give assignments to children in group form. While sports and drawing activities are less carried out. In the learning outcomes report, of the six teachers, only one person kept a portfolio document on child development achievement records. Six teachers give final reports at the end of each semester.

In general, many teachers do not make assessment plans, do not plan assessments according to the blueprint of the ministry of education, and still use labeling in providing assessment results. For the context of authentic assessment, many teachers do not make observations during the assessment. Teachers do not use diaries and portfolios. Authentic assessment must be done during learning activities but the fact is that few teachers implement assessment during children's learning activities. In the context of reporting to parents, all teachers report to parents.

To support the findings on table 3, the researchers conducted interviews with five teachers to find out more in-depth about the problems and constraints of teachers in performing authentic assessments. From the interviews, all subjects stated that teachers have problems and constraints in implementing assessment in schools, especially those related to authentic assessment.

Table 3. *Teacher Assessment Practices of Early Childhood Education based on Child Domain*

Assessment Activities	Description	
	Yes	No
Observation		
a. Daily notes	1	5
b. Anecdotal records	0	6
c. Notes Child work		
- Drawing	5	1
- Fold	0	6
- Scissor cutting	0	6
- Scribbling	1	5
Interviews (conversations)		
a. Structured conversations	1	5
b. Conversation unstructured	0	6
Assignment (formative assessment)		
a. Individu	2	4
b. Collaboration / group	5	2
Performance		
- Dancing	0	6
- Sports	3	3
- Singing	5	1
- Drawing	2	4
- Counting	5	1
Study Results Report		
a. Portfolio	1	5
b. Final Report	6	0

Based on the findings of the interview, important themes related to the problems and constraints of teachers in the implementation of authentic assessment are: (i) Parental pressure on teachers to teach reading, writing, and counting very strong (ii) Understanding of authentic assessment is still lacking (iii) teachers who have not changed (iv) instructions from the Ministry of Education.

Parental Pressure

The urge of the parents of the students to the Indonesian Early Childhood Education teacher to teach their students in writing, reading and counting are so strong. This is due to the concern of parents if their child enters elementary school has not been able to write, read and count (Muzakky, 2018). This becomes a dilemma for early childhood education teachers, as the age of the child must be at the level of enjoying the freedom to play forced to learn to write, read and count as in primary school. Even the Ministry of Education Indonesia (2009) prohibits teachers of early childhood education to teach writing, reading, and counting directly. But the pressure to teach writing, reading, and counting to early childhood education teachers from the parents of students still persists. As reported by the results of interviews with five early childhood education teachers as follows.

"I sometimes fulfill my parents' desire to teach writing, reading, and counting to their children."
(TB1, 10 years teaching experience)

"Parents of students force us to teach writing, reading, and counting so that their children can teach writing, reading and counting."
(TB2, 25 years teaching experience)

"We must follow the wishes of parents of students to teach writing, reading, and counting so that their preparation for primary school is even more complete."
(TB3, 21 years teaching experience)

"Parents of students are more likely to teach their children to write, read and count than to play...."
(TB4, 31 years teaching experience)

"...almost every learning, I teach writing, reading, and counting to children."
(TB5, 30 years teaching experience)

Based on the above interview shows that the pressure of parents is so strong to want their

1 children to be able to read, write and count so that the purpose of their sending their children is to acquire reading, writing, and counting skills. Therefore, teachers seem helpless to face the pressure of parents, because they are worried that their institution will not get students. Eventually, teachers had to use formal learning activities as well as written tests to measure children's reading, writing, and counting ability even though in fact theory and blueprint do not teach traditional assessment.

Understanding of Authentic Assessment Still Lacks

A discussion on the second theme of the understanding of assessment, the matter is stated by the participants TB1, TB2, and TB3.

"in general, I understand about assessment but about authentic assessment, I do not fully understand."

(TB1, 10 years teaching experience)

"I do not really understand, until now I still have difficulty implementing authentic assessment..."

(TB2, 25 years teaching experience)

Some other participants stated that they could understand but still had difficulty performing the following authentic assessments.

"I understand theoretically, but it is still difficult to implement continuously ..."

(TB3, 21 years teaching experience)

"I just understood after getting training it turned out that authentic assessment is difficult too ..."

(TB4, 31 years teaching experience)

"I understand, after getting training from the Ministry of Education and reading from books."

(TB5, 30 years teaching experience)

Some participants expressed a misunderstanding of authentic assessment making it

difficult for them to perform the authentic assessment. As stated by (TB2) and TB (4) in the following interview excerpts:

"... It is difficult to carry out authentic assessments because I do not understand."

(TB2, 25 years teaching experience)

"I sometimes have difficulty implementing authentic assessments."

(TB4, 31 years teaching experience)

The findings show that teachers' understanding of authentic assessment is still lacking in theory and practice. This is because the training provided by the Ministry of Education is still lacking.

Some participants also stated that they still have difficulty in performing authentic assessments. As stated by TB1 and TB5 in the following interview excerpts:

"I still have difficulty implementing authentic assessments, because in practice it takes patience and perseverance of teachers"

(TB1, 10 years teaching experience)

"...It turns out that in the classroom, authentic assessment is difficult to implement."

(TB5, 30 years teaching experience)

Teacher Habits That Have Not Changed

On the second theme of the interview, it was obtained that the habit of teachers conducting authentic assessments is paper and pencil is one of the constraints in conducting authentic assessments. As stated by participants TB1, TB2, TB3, and TB 5.

"... Previously, I used to use paper and pencil in conducting assessments at school ..."

(TB1, 10 years teaching experience)

"... It is very difficult to break the habit of using paper and pencil in authentic assessment because it is the easiest ..."

(TB2, 25 years teaching experience)

"... More accustomed and easy to use paper and pencil tests in assessment in early childhood education."

(TB3, 21 years teaching experience)

"I need to get used to authentic assessment in the classroom ..."

(TB5, 30 years teaching experience)

The findings of this interview show that teachers' habits have not changed in implementing the assessment. They still care about the traditional assessment is the paper and pencil test. This test is easier in measuring the child's ability even if it goes against the child's development. Teachers take it easy only in doing assessments. In addition, teachers do this due to pressure from parents who want their children to be able to read, write and count.

Instructions from the Ministry of Education

Another constraint faced by early childhood education teachers is the direction from the ministry of education. On this theme, the subject says that the ministry of education is very poor in providing workshops or workshops on authentic assessment, as quoted in the following interview.

"I have never received authentic assessment training from the Ministry of Education ..."

(TB1, 10 years teaching experience)

"... As far as I remember, the training given to early childhood education teachers on authentic assessment was done only once during the authentic assessment."

(TB2, 25 years teaching experience)

"The training provided by the Ministry is too little and rare ..."

(TB3, 21 years teaching experience)

"We, the early childhood education teachers, were once asked to attend training, but that was only once."

(TB4, 31 years teaching experience)

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"I only follow authentic assessment training once that was before ..."

(TB5, 30 years teaching experience)

Ministry of Education failed to give workshops and training to teachers of early childhood education in North Aceh so that this contributes to a way of thinking (mindset) teachers' understanding of authentic assessment. In addition to the lack of authentic assessment workshops or training, the subjects also said that the clues in the book provided by the ministry are not yet detailed, as in the following interview excerpts:

"I read the guidebook from the ministry of education given to me but it is still not detailed, so I have difficulty making an assessment standard ..."

(TB1, 10 years teaching experience)

"I still do not fully understand the contents of the assessment guide book for early childhood education from the ministry of education, because the content is still too general ..."

(TB2, 25 years teaching experience)

"... The authentic assessment book of the ministry of education is still not detailed so I still have difficulty making a standard instrument."

(TB3, 21 years teaching experience)

"... The instructions in the authentic assessment book need a more detailed explanation, including criteria, assessment techniques that ..."

(TB4, 31 years teaching experience)

"... There are no criteria, instruments to be used in the Ministry of Education handbook."

(TB5, 30 years teaching experience)

The findings of the interviews on the three things about the blueprint, practices, and constraints show that there are demands from parents of children so that teachers can teach their children to read, write and count. Many of the participants do not yet understand authentic assessment as a whole because there is still a lack of training provided by the department of early childhood and there is no instruction from school principals, and still many teachers still practice the traditional assessment model.

Discussion

Based on the results of the questionnaire from the respondents showed that the teacher got the urge to teach reading, writing and counting to the children. This reinforce the claim that the parents of early childhood education students in Indonesia still want their children to be taught to read, write and count (Hidayat & Andriani, 2020; Muzakky, 2018), Though these children in early childhood education must be more focused on playing while learning. This results in finally the early childhood education teacher giving a reading, writing and counting test, which is a traditional test. This in turn shows that early childhood education teachers have not fully implemented authentic assessment (Hajaroh et al., 2018; Nurhayati & Rakhman, 2017; Tumardi & Gonadi, 2018). Although reading, writing and counting are clearly not recommended among children (Cohen et al., 2008; Copple, & Bredekamp, 2009; Katz, 1995). According to Hainstock (1999), mentally present children are not yet ready to read, write, count to at least six years old. Child development can actually be recorded without interruption or coercion by using tests (Brassard & Boehm, 2007; Yunus, 2013).

Although written tests are found to predict children's achievement in early childhood education and in the early stages of formal education, such assessments are felt to not exactly meet the needs and objectives of assessment held in early childhood education (Borhan, 2003). Children who are forced to read, write and count tend to experience "cognitive saturation" in children who are able to read earlier. that is, children who are oriented to be proficient in reading, writing, and counting, from the beginning, are threatened: bored of learning "at the university level until their academic performance as opposed to the academic performance at the previous level of education (Suyadi & Ulfah, 2013). The practice of assessment that emphasizes on the test also violates the instructions from the Indonesian Ministry of Education on the standard guidelines for assessment in early childhood education.

The results of the review of documents on planning and reporting related to the practice of authentic assessment implemented by early childhood education teachers show that early childhood education teachers have not yet emphasized authentic assessment by considering the development of the child domain. Whereas children are learning activities should be adapted to the developmental character of the child who needs a pleasant and attractive

atmosphere (Maimunah, 2009).

Findings of teacher interviews have problems and constraints in conducting assessments in early childhood education institutions especially those related to authentic assessment. Among the problems and constraints of teachers in the implementation of authentic assessment is such encouragement from parents for teachers to teach reading, writing and counting. This is what makes teachers finally do reading, writing and counting tests that are not necessarily impossible in early childhood education institutions. Even though teachers actually know that children are not allowed to be tested, but many of them still perform the test (Hidayat & Andriani, 2020; Muzakky, 2018). This is apparently in terms of understanding of assessment, in general teachers already understand what must be done in assessment (Hartati & Zulminiati, 2020; Nurhayati & Rakhman, 2017). Teachers are aware that authentic assessment is appropriate to implement in early childhood education institutions. But because of the pressure and encouragement of parents who want their children to be proficient in writing, reading and counting then teachers have to give reading, writing and counting tests. Some of the interview participants have read assessment guidelines, as entrusted by the Ministry of Education.

Some interview participants said written exams have been running for a long time and have become a recurring habit every year. This is difficult to release because however written tests are needed to measure the ability to read, write and calculate according to the demands of the community. Even if this is contrary to the instructions from the Ministry of education, teachers still perform written tests. Gomes (2019) mentions that early childhood education teachers often do tests on numbering but often forget to do the child assessment process while learning numbers.

Most early childhood education teachers feel their job is not done when their graduates are not accepted in the best primary schools. This is because most primary schools require their prospective students to be proficient in reading, counting, and writing so they consciously teach reading, counting, and writing to their students. Next, there are most early childhood education institutions that feel their institutions will not get new students in the future when their graduates fail to enter the best primary schools. Even the other part of feeling reading, counting, and writing is pride (Bethan, 2007). Although it is clear that the Directorate of Primary Education issues primary and secondary education regulations

number 1839 / C.C2 / TU / 2009 on the implementation of early childhood education which contains a ban on early childhood education institutions to teach materials for reading, counting, and writing directly; (2) prohibition on giving assignments to children in any form, It is still carried out.

Instructions from the Ministry of Education are also one of the problems and constraints of teachers in carrying out authentic assessments. Some teachers have not received assessment guidelines from the ministry of education. Even if there are, according to some teachers, the guidelines are not detailed, there are still some parts that are not understood by some teachers. This shows that the Indonesian Ministry of Education has not fully exposed the idea to early childhood education teachers (Hartati & Zulminiati, 2020).

The findings from this study are in line with several studies including the study of Hajaroh et al., (2018) stated that authentic assessment is not easy to implement. Gomes (2019) states that teachers still do not understand the assessment of children according to child development including the six aspects from the Ministry of Education and Culture Indonesia. Similarly, this condition is one of the reasons for the lack of socialization carried out by the Indonesian Ministry of Education and Culture on the standardization of authentic assessment to early childhood education teachers. (Hartati & Zulminiati, 2020).

The problematic condition in the implementation of authentic assessment is actually also experienced by developed countries in education. In the early 2000s, this condition was similar in some countries such as Singapore and Malaysia. Singapore has tried to transform the traditional examination culture towards authentic assessment (Luke, Freebody et al. 2005). Malaysia has also experienced a situation where authentic assessment is so dominant among early childhood education teachers. The constraint that occurs in Malaysia is that teachers are not skilled in using methods to record the information obtained, teachers are less knowledgeable about the various types of child development assessment methods (Rohaty, 2003). Therefore, the Indonesian Ministry of Education needs to ensure that authentic assessment among early childhood education teachers in Indonesia is implemented well so that Indonesia does not lag behind its education compared to other countries.

Conclusion

The findings of the questionnaire generally indicate that early childhood education teachers still use written tests in the assessment. Teachers still give reading exams, and counting exams. Written tests are one part of traditional assessment. Many teachers do not make assessment plans, do not plan assessments according to the blueprint of the ministry of education, and still use labeling in providing assessment results. For the context of authentic assessment, many teachers do not make observations during an assessment. Teachers do not use diaries and portfolios. Authentic assessment must be done during learning activities but the fact is that few teachers implement assessment during children's learning activities. In the context of reporting to parents, all teachers report to parents. Therefore, the need for early childhood education supervisors, parents, and the ministry of education can make the results of this study a step in taking action on the matter.

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