Digitally Reporting Students Progress: Implementation Guide In Indonesian Kindergartens Context

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Abstract— Reporting students progress manually in Indonesian kindergartens is often perceived by teachers as a work that takes up time and energy. Due to the process, the students' need to learning sometimes is neglected. This paper studies the application of digital report (DR), as an alternative solutions, for kindergarten teachers in an Indonesian context. The papers also provides an implementation guide for DR in helping teachers write a report more efficiently. Eventually, the teachers are advised to shift their habit of reporting into the introduced application for optimalizing the service to students.

Index Terms— Kindergaten Teacher, Manual Report, Digital Repot Application.

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1 INTRODUCTION

Part of the teacher responsibilities in the teaching process is to report their students progress to the parents. In Indonesian context, reporting of assessment results in kindergarten, teachers must refer to the National Standards of Early Childhood Education (PAUD) 2014. Based on the Education Ministry Regulation of the Republic of Indonesia (EMRRI) Number 137 article 1 point 11 year 2014, the position of kindergarten is becoming part of early childhood education among others such as Play Group (PB), Child Care Center (C3), and Similar Early Childhood Units (SECU)). The results of the assessment is decriptively reported to show the child development outcomes containing the privileges of children, the progress and success of children in learning, and important things that require attention in the development of children. It is strickingly regulated in article 23 of EMRRI that states that reporting on the development of child learning outcomes should be in written form and submitted to parents within the semester (Zahro, 2015: 108). The legal basis for the implementation of reporting should refer to the assessment guidelines set out in the Education Ministry Regulation of the Republic of Indonesia Number 146 of 2014 on the 2013 curriculum on early childhood education.

To meet the parents' expectations to have a descriptive assessment report, many kindergarten educators still often experience difficulties. From informal interviews to some kindergarten teachers in Ponorogo, Indonesia was obtained information that the main cause was an internal factor that is related to the ability of teachers to pour ideas in the form of sentences, accuracy in the writing of words and sentences, the stability of the writing, and the suitability of the assessment field to be described . This condition occurs because the desire to become a kindergarten teacher is sometimes considered only as an alternative profession after no other choice. Besides, there are also teachers who are assisted in not having a linear educational background with kindergarten or early childhood (Novianti, 2013: 102). Another factor that also plays a role is the lack of equality of perceptions made between agencies to agree on the same format of assessment so that the type of reporting assessment does not vary. A findings conducted by

Widayati (2013: 164) in TK / RA / BA in Kecamatan Kertek Wonosobo District showed that 25 institutions of kindergarten / RA / BA in subdistrict Kertek there were 19 institutions using checklist appraisal and 6 institutions using narrative appraisal. The results of this study indicate that the level of difficulty in describing the assessment results are still quite dominant among kindergarten educators. Therefore, in order to help teachers report of assessment result more effectively and efficiently, there should be alternative solution for them.

Based on the reasons stated above, the author in this paper wants to describe the results of his research concerning the application program to write a report. This assessment reporting model is designed and developed quite simply because it uses an excel basis. Teachers will not have difficulty in describing the report because in the application program has been available criterion reference made by teachers in completing the reporting assessment that had been adjusted to the condition of school readiness. Since evaluation data from the application program can be stored in softfile or pdf form, teaachers can directly printed it at any time (Istiono, 2016: 59). With the simple application program, teachers are expected to easily use it to write the results of the assessment of learning automatically. By using the application program, teachers are also expected to deliver the communicative language to parents of students. From the aspect of working time, writing progress reports using apllication program, the service to the students are expected to be faster and effective (Parwanti, et al, n.d: 1). The other advantage in terms of its consistency of reporting of the development of students is to facilitate the teacher to make corrections in case of mistakes in writing. (Sari and Saputra, 2014: 28)

2 RESEARCH METHODS

The approach used in this research is Developmental Study. According to Latif (2009: 6), it begins with the identification of the problem then examine the theory which is further used to develop the draft. Drafts that have been prepared and then requested input to the experts (Expert validation). The final

stage is a draft trial to get input from the user. After the revision is done, the next trial then is trained to the teachers. Techniques used to collect the desired data to design this application program include Interview and Questionnaire. Interviews is emplyed to identify data about the types of report cards used to assess the development of students in kindergarten. While the questionnaire is used to obtain feedback data from users of the application program that includes input about the aspect of the program, content aspects, and aspects of appearance. Data from the interviews are described based on the available information then summarized based on the expected research needs. While the data from the questionnaire was analyzed using SPSS to get the percentage of responses given by the respondents. The results of the analysis are then included in the table so that it is easy to read. In order for this application program is feasible to use, this research is designed by following the following stages: 1) Phase of Need Analysis. This stage is to explore information about whether or not the program is developed for kindergarten teachers; 2) Stages of Design (system design). At this stage, the design of the application program starts to be designed based on the data obtained from the respondents by following the flow of product development; and 3) Program implementation phase. For this phase, two execution of small scale and large scale training was conducted.

3 RESEARCH AND DISCUSSION

3.1 Data Analisys Stage

From the results of interview to some kindergarten teachers in Ponorogo, the authors found almost all types of assessment reports of the development of students are still written manually. Raport which is a report of the development of students is usually already provided by the foundation. Every school under its authoty is obligated to use a standardized format report card designed by the foundation. Consequently, the form for report cards in the assessment of language development and physical development often does not synchronize with recent developments. With manually done stuffing model, it allows the teacher to fill it in a neat and less appealing report. This happens because each teacher has a different style of writing sentences and writing skills. The results of the report became very diverse.

As mentioned above, schools still rarely use technology in writing reports of student development, because the report has been uniformed by the center so that the standard automatically refers to the central policy of Muhammadiyah. Teacher innovation and creativity to create reporting models using technology is limited. Though there is a positive potential because most kindergarten teachers are able to operate the computer properly.

With the time provided for reporting the results of the evaluation of student progress, teachers still often have difficulty in making conclusions for each evaluation conducted during the learning takes place. Besides teachers in the administration should immediately complete the report cards, they are still required to perform services to their students maximally. This condition makes a teacher can not do the assessment and doc-

umenting the value on a regular basis. The process of filling out child development report cards manually can be illustrated in Figure 1.
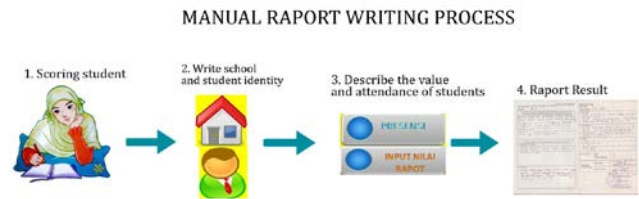

Figure 1. Manual Raport Writing Process

With the breakthrough offered by the author to create a report on the development of students using the application program, the teacher greeted him with great pleasure and enthusiasm. They can convert numeric values into sentence descriptions automatically. They also feel helped by the government's call for kindergarten schools to make adjustments to the 2013 curriculum. They hope these findings can make it easier for them to work on child development reports to be more effective and efficient.

3.2 Stage Design

This reporting application program of assessment results is designed and developed to facilitate kindergarten teachers in processing the results of learners' learning evaluations conducted either daily or at the end of the semester. This application program is made flexible so that teachers make adjustments to the conditions and situations that exist in their respective institutions environment in determining the criteria. With the existence of automatic raport model like this, teachers can report the development of children's learning precisely and comprehensively and facilitate student parents understand it.

This raport application program consists of various buttons that each have different functions. Key descriptions for managing this program are:

- Home: This button serves to display the main page on the program
- Identity Input: This identity input serves to display the page containing the school identity button and the identity of the learners.
- Input assessment: input assessment is functioned to display the button - the assessment buttons are assessment of learning outcomes and presences.
- Print: This button serves to display the data in the form of report cards that will be printed.

From each of these keys has a sub menu that serves to display the operations required by educators to process and manage the value by adjusting to the learning achievement outcomes used are the Level of Achievement Level of Child Development. (Haenilah, 2015: 22). The illustration of the writing process using the digital raport application program is described in the plot as in figure 2.
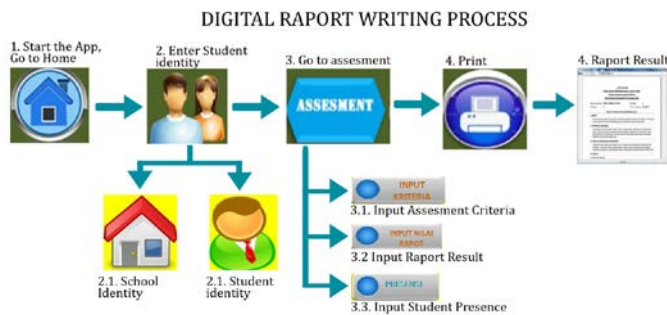
Figure 2. Digital Raport Writing Process

To convert the value done by the teacher will be based on the criteria prepared by the teacher himself before filling the report cards. The criteria-setting view as shown in Figure 3 below.

Figure 3. Criteria of Value Convertion

To print the report teachers can select the order of criteria to be printed in the report. The order of 1, means to be printed in the first and second sequence. Teachers customize themselves for paper size as needed. Next you can print directly, if they do not want to print it they can press the close print preview button on the dialog box as in figure 4. Then the program will direct them the next skill.
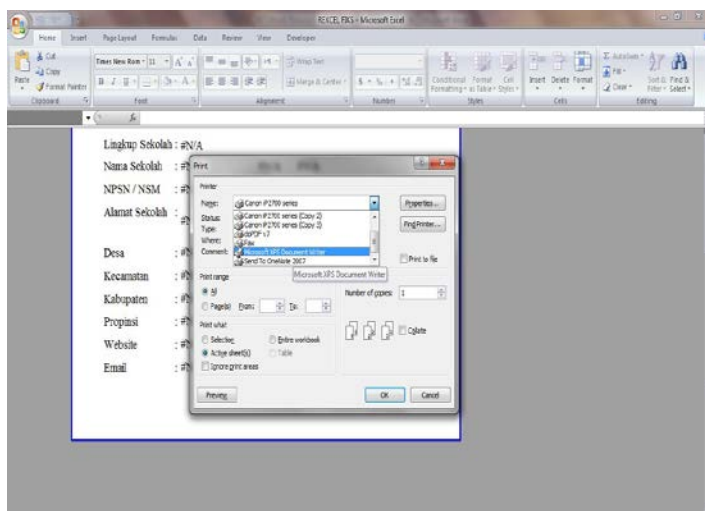

Figure 4. Print Dialog Box

If the teacher wants to print multiple pages at once input the page that will be clipped from the first page to the page you want then press the print button the page Program has finished executing the command. You can save the instrument by pressing droplist in the name dialog box with XPS or PDF

format then press Ok and please specify the name for the file identity and where to save the file.

3.3 Implementation Phase

The results of the questionnaires distributed to the respondents obtained the results as illustrated in table 1 - 3. Each table describes the teacher's response after following the training using digital raport application program.

TABLE 1
DATA ON PROGRAMMING ASPECT RESPONSES

Programming Aspects

		Frequency	Percent	Valid cent	Per- Cumulative Percent
Valid	Fair	2	6.2	6.2	6.2
	Good	23	71.9	71.9	78.1
	Very Good	7	21.9	21.9	100.0
	Total	32	100.0	100.0	

From table 1 it is clear that the kindergarten teachers feel the ease in operating the application program. They easily use the menus and buttons. Therefore, most of them are 71% of the application program is good. Bahkah 6.2% of respondents said very well. But for teachers who are still experiencing difficulties that is 21.9% said the application is not good. From this data can be concluded that this application can be developed and used by anyone because it does not require high technology expertise. This app is easily trained and learned in a short time. Besides that this program can be reproduced using flash or cd and not depend on internet network.

TABLE 2
CONTENT RESPONSE ASPECT DATA

Aspects of Content

		Frequency	Percent	Valid cent	Per- Cumulative Percent
Valid	Fair	4	12.5	12.5	12.5
	Good	23	71.9	71.9	84.4
	Very Good	5	15.6	15.6	100.0
	Total	32	100.0	100.0	

Table 2 shows that the kindergarten teachers of the application program are in line with the curriculum they use as guidance in teaching. Therefore, most of them are 71.9% consider the application program is good. Even 12.5% of respondents said very well. While only some teachers of 15.6% say the application is not good. From this data can be

concluded that this application can be developed as relevant to the needs of more practical reporting.

TABLE 3
DATA OF RESPONSE ASPECTS OF APPEARANCE

Disply Aspects

		Frequency	Percent	Valid Per-cent	Cumulative Percent
Valid	Fair	3	9.4	9.4	9.4
	Good	26	81.2	81.2	90.6
	Very Good	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

From table 3 it is also very clear that kindergarten teachers feel happy to the application program because the appearance is clear, simple and interesting. They easily read the menus and buttons. Therefore most of them are 81.2% appearance of this application program is good. Even 9.4% of respondents said the appearance was very good. Although there are still some that is 21.9% say that the appearance of this application is not good. From this data can be concluded that this application can be used because it does not require possess a clear, sequential, and attractive features.

4 CONCLUSIONS AND RECOMMENDATIONS

From the findings and discussion above it can be concluded that the kindergarten school welcomes with the effort of standardization of language in writing an IT-based raport or using an application program. Traditional and manual constraints can be easily solved using a digitally designed application. Schools are happy because the design can be made using simple technology without relying on the network or the internet. Applications digital rapot is also simple and easy to do for all kindergarten teachers both in the village and in the city. The suggestion conveyed by the teacher is that the language used to make the assessment report criterion should be written in simple sentences and refer to the applicable curriculum items.

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