

## The Relevance of Evaluation to Learning Objectives in Instructional Planning

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### Introduction

Early childhood refers to children aged 0-6 years with unique and distinct traits. According to Suryana, as cited by Syahrul & Nurhafizah (2021: 685), early childhood encompasses children within a specific age range, exhibiting unique characteristics and undergoing rapid and foundational developmental processes crucial for their future lives. Education can be conducted anywhere, and one of the institutions providing education is schools. Educational institutions serve as the venues for the teaching-learning process, delivering formal instruction to enhance the quality of education (Olli Susanti & Pautina Amalia, 2020). Teachers play a crucial role in instructional planning as they design, implement, and assess learning activities. Teachers can create diverse learning activities and engage learners using instructional media to make the learning process more captivating and interactive, necessitating innovation in learner-centered instruction, one of which involves using instructional media.

The learning process is paramount in education as it enables individuals to acquire and update knowledge that will benefit their future endeavors. Teachers gain insights into the developmental progress of learners based on assessment outcomes. Consequently, learners become aware of their developmental stages through assessment results. Assessment serves as a guide for both teachers and learners in planning and executing learning processes (Redy Petrus, 2019). Assessment is regarded as a learning guide. It is widely acknowledged that knowledge evolves, thus prompting advancements in the learning process. This evolution ranges from employing simple instructional methods to incorporating technology into learning. Furthermore, the learning process can reflect the quality of education (Huljannah, Miftah, 2021). One approach to optimizing the learning process is enhancing it through evaluation outcomes.

Evaluation can take the form of assessing students' learning outcomes and evaluating the instructional process. The evaluative factors play a crucial role in determining the effectiveness of learning, both in the learning process and outcomes (Idrus L, 2019). A well-designed evaluation system can provide insights into the quality of learning, thereby aiding instructors in planning learning strategies for their students (Ina Magdalena, Hadana Nur Fauzi, & Raafiza Putri, 2020). This encompasses the content, tools, materials, and activities conducted from inception to conclusion, including assessment plans. Learning evaluation is a process to determine the extent to which learning activities have achieved predetermined objectives and culminate in decision-making. Education must foster learners' abilities to equip them with meaningful and valuable life skills for the future. Education is expected to address existing issues, particularly those concerning the relevance of education guidance. One of the reasons for this is educators' inability to establish evaluation relevance. Many educators still struggle to understand the steps involved in evaluation activities (Mestika Zed, 2018).

Learning evaluation is a systematic and systemic effort to collect, organize, and process data, facts, and information to conclude a program's value, meaning, usefulness, and achievement. These conclusions can be used for decision-making, planning, and program improvement. Three concepts commonly employed in evaluation are testing, measurement, and assessment (Supiana Amir, 2020). Evaluation through testing is one method of indirectly estimating an individual's ability, achieved through their response to stimuli or questions. Measurement involves determining the quantity of something. On the other hand, assessment comprises a series of activities designed to measure learning achievements.

Evaluation activities should not be confined solely to the end of a lesson. Evaluations should be conducted throughout the learning process to yield satisfactory and relevant results. Evaluation activities are crucial for determining whether formulated learning objectives have been achieved and whether the taught material is appropriate. These questions can only be answered through evaluation and assessment activities (Puteri Rizki, 2020).

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Based on analyses from several previous studies on learning evaluation (Miftha Huljannah, 2019), the importance of the learning evaluation process is asserted. Hence, knowledge of evaluation concepts, roles, and implementation procedures is necessary to obtain evaluation results that genuinely depict the learners' conditions (Hasana Fadilla, Ahmadi Hamsa R, Ayyu Purnama, Nurul Bayani, Said Agil, Inom Nasution, 2023) investigated various issues in enhancing the quality of learners, where the learning evaluation program stands out as one that must be executed effectively. Therefore, the implementation of learning evaluation is crucial. Musarwan and Idi Warsah (2021) state that learning evaluation is highly significant in determining the effectiveness of an educational system by educators. The evaluation aims to ascertain the success of students participating in all planned educational programs. (Santi Fitria, 2019) asserts that evaluation activities are an integral and crucial part of a teacher's responsibilities and cannot be separated from teaching activities. (M. Fahmi Arsyad, Devi Ratnasari, Yolla Ayutia, Haniva Mulyani, and Sarah Sitorus, 2021) explored collaborative learning evaluation through credit transfer and international cultural exchange.

Subsequently, (Titi Kurniati, Novan Ardy W, 2021), (Eni Munisah, 2020) discussed the learning process. However, in previous research, there has been no investigation into the relevance of evaluation to learning objectives. Hence, research is needed on the relevance of evaluation to learning objectives in instructional planning to improve teaching methods, enhance and enrich learners' learning, and place them in a more suitable learning environment according to their abilities.

## Research Methodology

This study employs a descriptive method with a qualitative approach. It provides an accurate description and explanation of the conditions or phenomena encountered. According to Sugiyono (2020:9), qualitative research is a method used to investigate natural object conditions, where the researcher acts as the key instrument, data collection techniques are conducted through triangulation (combination), data analysis is inductive, and qualitative research outcomes emphasize meaning rather than generalization.

The research is conducted at TK Aisyiyah Wonokeling, located at Dusun Watugede Rt 01/ Rw 05, Desa Wonokeling, Kecamatan Jatiyoso. The research takes place in October 2023. In qualitative research, instruments will be developed to complement and compare data obtained through observation, interviews, and documentation.

This study focuses on the teaching and learning process at TK Aisyiyah. The researcher conducts direct observation to assess students' engagement, positively impacting children's learning outcomes. The researcher conducts interviews to obtain direct information from the school principal and teaching staff. The researcher carries out documentation, including learning media and evaluation of the relevant results used in this study.

## Results and Discussion

The information obtained pertains to instructional planning, mainly aimed at achieving success in learning. The decision is based on the attainment of the set objectives. Through evaluation, teachers ascertain the extent to which learning objectives are achieved and identify which children have succeeded and which have not. Evaluation in early childhood education at Kindergarten becomes relevant as it enables the identification and establishment of achieved and yet-to-be-achieved developmental aspects.

Early Childhood Education emphasizes the development of behavior/habits. According to Ridho (2022), this development includes Religious and Moral Value Development, Social-Emotional and Independence Development, and Basic Skill Development. Other developments include language development, cognitive development, and physical motor development. Developmental activities for one aspect are integrated with others using a thematic approach.

The researcher utilizes documentation to complement data obtained through observation and interviews. This qualitative, descriptive research results from observations, interviews, and documentation conducted by the researcher. The results of observation, interviews, and documentation analysis conducted by the researcher regarding the Relevance of Evaluation to Learning Objectives in Instructional Planning can be seen as follows:

This research is conducted at TK Aisyiyah Wonokeling using media with the Curriculum 2013 Daily Learning Implementation Plan (RPPH). Before the learning process begins, the researcher interviews the teaching staff with prepared questions regarding the relevance of evaluation in learning.

Based on the observation results at TK Aisyiyah Wonokeling in Jatiyoso, it is observed that before the implementation of learning evaluation in the classroom, teachers formulate evaluation objectives outlined in the Daily Activity Implementation Plan (RPPH), which include assessing children's attitudes, knowledge, and skills.

**Table 1. RPPH1 K13 TK Aisyiyah Wonokeling**

Theme	Media	Main Activities	Objective
	<ul style="list-style-type: none"> <li>• Illustrations of boys and girls</li> <li>• Picture book</li> <li>• Pencil</li> </ul>	<ul style="list-style-type: none"> <li>• Colouring pictures of boys and girls</li> <li>• Counting male and female friends</li> </ul>	Attitude: <ul style="list-style-type: none"> <li>• Appreciating oneself as a creation of God</li> </ul>

Self-Identity/ Personal Identity/ Name	<ul style="list-style-type: none"> <li>• Crayons</li> </ul>	<ul style="list-style-type: none"> <li>• Copying to write their name</li> <li>• Free drawing with crayons</li> </ul>	<ul style="list-style-type: none"> <li>• Using polite words when asking questions.</li> </ul> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> <li>• Introducing oneself</li> <li>• Stating personal identity</li> <li>• Being able to love oneself</li> <li>• Colouring pictures neatly</li> <li>• Counting friends by gender</li> <li>• Imitating writing one's name</li> </ul>
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In RPPH 1, as seen in Table 1, with the theme “Self-Identity” and the use of media such as Picture Books, Illustrations of boys and girls, pencils, and crayons, it is relevant to the learning objective in instructional planning, which is to develop the aspect of fine motor skills controlling hand movements using small muscles. Nurul Amelia (2020) states that a child’s fine motor skills involve body movement control through coordinated activities among the nervous system, muscles, and brain. According to Sujiono, fine motor movements entail actions that solely engage small muscles, such as finger dexterity and precise wrist movements.

**Table 2.** RPPH2 K13 TK Aisyiyah Wonokeling

Theme	Media	Main Activities	Objective
My Needs/ Food/ Cooking Utensils	<ul style="list-style-type: none"> <li>• APE cooking utensils</li> <li>• Puzzle of a pot</li> <li>• Picture book</li> <li>• Pencil</li> <li>• Crayon</li> </ul>	<ul style="list-style-type: none"> <li>• Assembling a puzzle of a pot</li> <li>• Connecting pictures of cooking utensils</li> <li>• Drawing cooking utensils</li> </ul>	<p>Attitude:</p> <ul style="list-style-type: none"> <li>• Being grateful for food</li> <li>• Using polite words when asking questions.</li> </ul> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> <li>• Naming cooking utensils</li> <li>• Narrating cooking methods</li> <li>• Assembling puzzles</li> <li>• Connecting pictures and words</li> <li>• Drawing cooking utensils</li> </ul>

In RPPH 2, as seen in Table 2, with the theme “My Needs/ Food/ Cooking Utensils,” the use of media such as APE cooking utensils, puzzle of a pot, picture book, pencil, and crayon is relevant to the learning objective in instructional planning, which is cognitive development. Children can think by gathering information to solve problems effectively and logically using common sense, and they are capable of critical thinking. Learning related to cognitive development involves problem-solving abilities, learning to count, language learning, and experimentation (Riyatuljannah & Suyadi, 2020).

**Table 3.** RPPH3 K13 TK Aisyiyah Wonokeling

Theme	Media	Main Activities	Objective
Animals/ Land Animals/ Quadrupeds	<ul style="list-style-type: none"> <li>• Chicken</li> <li>• Starfish illustration</li> <li>• Chicken feathers</li> <li>• Rice/Corn</li> <li>• Watercolor</li> </ul>	<ul style="list-style-type: none"> <li>• Observing a chicken</li> <li>• Sorting pictures of animals</li> <li>• Painting with chicken feathers</li> <li>• Feeding chickens</li> <li>• Animal sounds</li> </ul>	<p>Attitude:</p> <ul style="list-style-type: none"> <li>• Appreciating and caring for animals</li> <li>• Using polite words when asking questions.</li> </ul> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> <li>• Naming land animals</li> <li>• Narrating the life cycle of a chicken</li> <li>• Painting with chicken feathers</li> <li>• Naming animals and their food</li> </ul>

Based on the observation results in RPPH 3, using media such as chickens, animal illustrations, chicken feathers, rice, or corn is relevant to the learning objective aimed at developing cognitive development aspects, where children can recognize cause and effect phenomena. Meanwhile, using chicken feathers and watercolor is relevant to the learning objective of enabling children to express themselves through artistic creation using various media in physical motor development.

## Conclusion

The process of learning evaluation programs is one of the most critical factors in improving learners' quality. Therefore, teachers must manage instructional planning well to optimize the learning process. In this regard, program evaluation is necessary so that teachers can see the extent to which program achievements have been attained. Learning evaluation is a stage that teachers need to conduct to determine the quality of learning and to ensure that instructional planning is relevant to learning objectives.

The quality of learners is influenced by the learning outcomes achieved by learners within a certain period. Based on observations conducted at TK Aisyiyah Wonokeling, the relevance of evaluation to learning objectives in instructional planning is appropriate. It can be concluded from the analysis conducted through interviews with teaching staff and the examination of three RPPH documents that the instructional planning aligns with the intended learning objectives.

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