
Evaluation Analysis of Early Childhood Social Emotional Learning

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Abstrak

Pembelajaran sosial emosional merupakan salah satu aspek pendidikan anak usia dini yang penting untuk dievaluasi. Evaluasi pembelajaran bertujuan untuk memberikan gambaran yang jelas tentang perkembangan anak. Penelitian ini bertujuan untuk menganalisis kegiatan evaluasi pembelajaran sosial emosional anak usia dini. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan pengumpulan data melalui wawancara dan observasi. Analisis data yang digunakan ialah analisis tematik. Hasilnya menunjukkan bahwa guru menggunakan tiga teknik penilaian yaitu pemberian soal, observasi berdasarkan kejadian langsung dan art/Craft. Selanjutnya, dalam menilai sosial emosional anak, guru melakukan pelaporan penilaian dengan mendeskripsikan hasil penilaian melalui buku report card yang dilaksanakan tiga kali dalam satu semester kepada orang tua.

Kata kunci: Pembelajaran sosial emosional; evaluasi; anak usia dini; Malaysia.

Abstract

Social-emotional learning is one aspect of early childhood education that is important to evaluate. Learning evaluation aims to provide a clear picture of children's development. This study aims to analyze early childhood social emotional learning evaluation activities. This research uses a descriptive qualitative approach with data collection through interviews and observations. The data analysis used is thematic analysis. The results show that teachers use three assessment techniques, namely giving questions, observation based on direct events and art / craft. Furthermore, in assessing children's social-emotional, teachers conduct assessment reporting by describing the results of the assessment through a report card book which is carried out three times a semester to parents.

Keywords: social emotional learning; evaluated; early childhood; Malaysia.

A. INTRODUCTION

Early childhood education has a very important role in forming the initial foundation of child development, especially in social and emotional development. Social-emotional development allows children to build positive relationships with others and make the right decisions in a variety of situations (Tahirah et al., 2024). Early social and emotional development refers to a child's capacity to comprehend both their surroundings and themselves as well as to form relationships with others. As a result, education that

emphasizes children's social-emotional development is becoming more and more acknowledged as a crucial component in the development of children's character in the modern era. In addition to helping kids develop a variety of interpersonal skills, this education promotes the growth of the virtues and positive attitudes necessary for them to get along with others and themselves (Berutu & P, 2023). Accordingly, Vygotsky's theory highlights the importance of social ties in influencing many facets of development, including cognitive development, since social interactions help youngsters develop a deeper understanding (Herdiyana et al., 2023). Children who are equipped with strong social-emotional skills tend to be more socially responsible individuals, able to appreciate diversity and have the ability to contribute positively to the environment (Rahayu et al., 2024). Then, in accordance with the theory put forward by Erikson regarding social children, which states the importance of social interactions and experiences in shaping the personality and mental health of individuals throughout life. Erikson viewed social as something that intersects with social modality (Sit, 2020). This is due to Erikson's belief that social interactions and connections have a significant impact on an individual's development. According to Erikson, human growth occurs in eight stages. School-age youngsters move into the initiative and guilt stage of development. Children start to take the initiative in a variety of activities and investigations at this age. Youngsters will feel appreciated and secure in their skills and judgment, but when their choices are questioned or attributed, they often feel bad, which can make them lose confidence (Sit, 2020).

The social emotional learning process is very important to evaluate, this is because evaluation will help measure the extent to which children have understood and applied social emotional skills in everyday life. Evaluation is a process to describe, obtain or produce information that is useful in considering decisions (Affandi, 2023). Evaluation allows teachers to identify positive developments such as children's improved ability to interact communicate and manage their emotions. Furthermore, evaluation provides data that can be used to engage parents in supporting children's social-emotional development at home (Kamal et al., 2022). Evaluation allows teachers to identify positive developments such as children's improved ability to interact communicate and manage their emotions. Through this evaluation, teachers will adjust learning strategies that are more effective and suitable

for children's needs. This is also important because evaluation is shown to ensure that social emotional learning objectives. Evaluation has principles that become the benchmark for teachers in forming an instrument, as for these principles, namely: continuity, comprehensive, fair and objective, cooperative and practical (Warsah, 2022).

Evaluation is used as a guide to establish a learning environment that promotes holistic child development in addition to being a tool to track program effectiveness. Given this, Malaysia, which has one of the best educational systems in Southeast Asia (Kurniawan & Timbul, 2024) , can be used as a model for conducting efficient evaluation to raise educational standards. There are many parallels between Indonesia and Malaysia; in fact, Abdul Wahab said in one of his articles that Malaysia is a nation that learns from Indonesia, meaning that many Indonesian cultures are indirectly comparable to Malaysian cultures (Wahab Syakhrani et al., 2022). Malaysian preschool instruction is on par with Indonesian early childhood education (Kurniawan & Timbul, 2024). In Malaysia, the government publishes a curriculum for preschool education. During the preschool years, the curriculum controls every aspect of the kids' education. Learning must be conceived with children's development in mind, according to the 2017 national preschool curriculum statement. Therefore, in order to adapt and create a new innovation in evaluating children's learning, it is essential to understand Malaysia's perspective on early childhood education, particularly with regard to assessing children's learning (Kementerian Pendidikan Malaysia, 2001).

Given that the early years are crucial for a child's development, Malaysia's national education policy has placed a strong emphasis on childhood education (Risyani et al., 2024). The national preschool curriculum document of Malaysia regulates the learning process for all children. According to Pujianti, (Pujianti et al., 2024), this publication defines evaluation as a component of the learning process. The cognitive, emotional, and psychomotor components of children should be covered by teachers who wish to measure learning (Kementerian Pendidikan Malaysia, 2001). To give a more realistic image of children's growth, learning evaluation is conducted on a regular basis rather than just at the end of the semester (Ina Magdalena et al., 2023). The three components of the Malaysian curriculum that center on the children's work and conduct of activities or interactions are taken into consideration when evaluating students.

The learning evaluation system in Malaysia involves various methods including formative and summative assessment (Ilhavenil Narinasamy & Nor' Aidah Nordin, 2018). This makes it possible for teachers to identify learning strategies that need improvement and adapt new learning strategies that are more effective. The Malaysian government has also developed national standards for early childhood education evaluation which aim to ensure that all educational institutions meet the set quality criteria. With these standards in place, learning evaluation in preschools can be done consistently and with quality so that all children receive a quality education.

Children's demands must be taken into consideration by a decent learning strategy, but it is frequently seen that learning strategies do not correspond with the needs or features of children, which creates a gap in the learning process. Because of this, a tool is required to assess a learning strategy's effectiveness, which is commonly referred to as an evaluation phase. The success of the techniques that have been put into place will then undoubtedly be measured by this evaluation, allowing teachers to modify their teaching methods to meet the needs of their students.

Previous research conducted by Ilvaenil et al, with the title *Implementing Classroom Assessment In Malaysia: A Investigation*, which has the conclusion that learning assessment is one aspect of learning that is important. Formative learning assessment can improve the quality of learning and can be used as a tool to achieve learning goals holistically (Ilhavenil Narinasamy & Nor' Aidah Nordin, 2018). Furthermore, research conducted by Reiska Primanisa with the title "Analysis of Evaluation of Children's Social Development at Assalam 2 Kindergarten Sukarame Bandar Lampung" in 2019 aims to analyze how the evaluation of children's social development at Assalam 2 Kindergarten Sukarame and its suitability with the PAUD assessment system (Primanisa, 2019). The conclusion of this study is that the evaluation of children's social development is effective and in accordance with the applicable assessment system, and emphasizes the importance of the relationship between assessment, evaluation, and the right curriculum for children.

The author's interest in a Malaysian early childhood education organization (tadika) served as the foundation for this study. When assessing children's development, particularly in the area of social-emotional learning, this institution takes a novel approach. This tadika incorporates a variety of evaluation tools to provide a more complete picture of children's social-emotional development, in contrast to the majority of early childhood education institutions, which often only utilize one kind of assessment tool. Further research into this phenomena is intriguing because it raises several possibilities for evaluating children's growth. Generally speaking, the majority of early childhood education facilities employ a single assessment tool that is consistently used for all facets of child development. This could suggest limits in gaining a more comprehensive and in-depth understanding of children's development.

As previously explained, the purpose of this study is to examine how instructors in one Malaysian tadika use evaluation in the early childhood social-emotional learning process. Understanding teachers' assessment methods and how they communicate the findings of these tests particularly with regard to kids' social and emotional development is the primary goal of this study. Additionally, the problem formulation—that is, how instructors utilize assessment tools in children's social emotional learning and how teachers communicate the findings of children's social emotional development assessments—can be understood based on these objectives. Additionally, this study seeks to offer pertinent suggestions to enhance children's learning evaluation, particularly in the area of social emotional learning.

B. METHODS

Phenomenology is the method employed in this study to make sense of an idea or phenomenon of experience based on consciousness experienced by multiple people (Abdussahmad, 2021). A qualitative strategy, on the other hand, was selected for this study in order to investigate detailed information about the phenomenon under investigation. The goal of the qualitative research method is to investigate the context and significance of people's experiences in order to gain a comprehensive understanding of social phenomena (Waruwu, 2023). This research was conducted in one of the tadika in Malaysia which is located in the northern gombak section with the number of students 15 people and the

number of teachers 2 people. The research was also conducted from February to March 2025. In this study, data was collected through interview techniques with informants and observations that can provide richer insights into the topic under study. Teachers' availability to share information about the research topic was the first step in the study. Interviews and document analysis followed.

The data collection techniques in this study were designed to obtain comprehensive information. First, interviews were conducted with teachers to explore their knowledge, experiences and approaches in evaluating children's social emotional learning. Teachers were chosen as resource persons because of their direct role in evaluation. Next, observations were used to observe or assess the evaluation process and compared with the outcomes of the interviews, resulting in more accurate data.

The authors employed thematic data analysis methodologies in this study. One technique in data analysis that seeks to uncover themes or patterns in the information gathered by researchers is thematic analysis. Before moving on to the next phase of analysis, researchers must thoroughly review and comprehend the data in order to apply it (Heriyanto, 2018). This approach is frequently used in research to find patterns or patterns in a subject under investigation. Understanding the data, creating codes, identifying themes, and classifying themes are the four steps of this analysis method.

The goal of understanding data is to identify information or data that has been gathered in order to investigate further what transpired during a learning evaluation process. Additionally, during the code preparation phase, researchers classify interview data into multiple codes. This is done in order to facilitate the eventual identification of themes by researchers. After the data has been separated and reviewed, the data group is named or categorized. The final step is theme categorization, also known as theme naming. The researcher then looks for themes by reviewing the coding results to see if there are any similarities between the interview results in one code. If so, the researcher can identify one major theme that will serve as the main research result.

Table 1. Research instrument grids

Indicator	Aspects Observed	Instrument Source
Assessment Technique	1. Teachers develop a research technique 2. Teachers use various research techniques 3. Teachers conduct assessments using assessment instrument	Teacher
Assessment Reporting	1. Teachers make assessment reports 2. Teachers document assessment results 3. Teachers conduct follow-up on assessment reporting	Documentation

C. FINDING AND DISCUSSION

A component of the learning process that is typically conducted in schools is the evaluation of children's learning. Teachers undoubtedly require instruments as assessment tools when undertaking learning evaluation (Ina Magdalena et al., 2023). The researchers identified two main themes from their observations and interviews, which led to the following discussion of the research findings.

Method of Assessment

In order to measure and acquire the outcomes of child development and social-emotional evaluation, the evaluation process needs a tool. Teachers employ three methods for assessing social emotional learning, according to the interviews that were done. First, educators employ assessment methods by asking students questions, the educator stated,

“So we use a quiz that is usually made by the teacher himself to assess children's social-emotional, so we provide a comparison picture of which actions are good and which are not so later the children choose based on their understanding. Then the teacher also made a picture of a child who fell and then the child was asked if for example a friend fell, what should we do? So children know that they have to help their friends who fall.”

It is evident from the observations that the teacher actively gives a book with a variety of questions. This encourages youngsters to work together and cooperate with their friends in order to solve the questions in the book, in addition to concentrating on the questions themselves. As a result, learning becomes more engaging and fun, and kids not only learn on their own but also improve their communication and social skills through collaboration and group discussions. This demonstrates how the teacher's method aims to foster a sense of community and support among the students in addition to testing their knowledge. in line with Zahroh's assertion that teachers can gather objective information on students' growth in cognitive, affective, and psychomotor domains by using question instruments (Zahroh et al., 2025). Accordingly, asking questions is one technique to assess children's work, and the criteria for the assessment are determined by how the children finish the activity (Eugenie et al., 2021). The child's actions while completing the assignment are observed in order to conduct the assessment. The teacher can give the child an assessment by using the steps they took to complete the activity as a reference. Second, educators employ observational methods, and in interviews, they state that

"We typically plan play-based outdoor activities. At this point, we introduce the idea of group play, where kids collaborate with their peers. And with this, we also know that kids already grasp the idea of assisting their friends, cooperating, and other social-emotional concepts. Now, in the event of an incident, like a child falling, we instantly watch his classmates to see if they want to help the child or not, and we also make an assessment based on what is happening."

The observation that supports this is the provision of a learning video by the teacher, which emphasizes outdoor activities. In the video, the children visit one of the education places where the teacher observes how the children's social development starts from how they interact, help their friends and give support to their friends. furthermore, for emotional things the teacher will observe by how children are patient to wait for their turn and be sportive in activities. To enhance the evaluation process, teachers also supply observation sheets that act as a guide for monitoring children's growth and learning achievements. These observation sheets are created based on the child development achievement standards

outlined in the established curriculum document. Consequently, teachers are able to conduct systematic and structured learning evaluations through the use of these observation sheets. This method not only allows educators to evaluate the progress of children but also offers a clearer understanding of the areas that require focus in nurturing their social and emotional development. One assessment technique utilized during the learning process is observation, which can be conducted either directly or indirectly. This approach employs tools like observation sheets, notes, and rubrics to document data. Gathering information through direct perception of various behaviors or symptoms exhibited by children is central to observation. In the realm of assessment, this systematic approach involves accurately recording behaviors pertinent to the assessment's objectives. While observations can occur at any time, to ensure greater accuracy in the results, a well-structured process with clear steps is essential (Novianti, 2021). Subsequently, the teacher provides:

“Children are encouraged to express their creativity via a variety of handicrafts during an event we call Art/Craft Day, which we host once a week. Art/craft Day is a significant part of the development of children's emotional components, even though it is not the primary instrument in our assessment approach. Through this practice, kids are taught to be more patient and persistent in addition to learning how to make something new. Children can express their creativity using a variety of materials and tools provided to them during Art/Craft Day classes. Since creating these crafts frequently entails procedures that call for patience and focus, kids learn to wait and value each step of the process. Additionally, this activity gives kids a chance to work together with their classmates, exchange ideas, and support one another as they finish the craft projects they have selected.”

Based on observations, educators regularly incorporate student work into the teaching and learning process. These pieces not only help kids grow in their imagination and creativity, but they also help assess their social and emotional development. Teachers contend that because these pieces let children to express their emotions and imaginations more freely, they are useful markers of children's emotional states. Additionally, the assessment process that uses children's work is known as a summative assessment procedure,

and it serves as the teacher's last evaluation after compiling all of the student work. Following that, the instructor evaluates the students' work and communicates the findings using the assessment reporting format (Rahmawati, 2024). In addition, the instructor said:

“So we conduct an assessment of children's social-emotional learning usually already scheduled, as the royal regulation we conduct an evaluation by giving questions 3 times in 1 semester. Usually we call it the first quarter, second quarter and third quarter. So in each of these sections we give questions to children where we will assess their intellect about socializing.”

To make sure the assessment process is ongoing, teachers conduct assessment activities three times per semester. With this method, teachers can get more detailed and tangible information about the learning outcomes of their students, particularly with regard to their social-emotional abilities. Teachers can promote the attainment of comprehensive educational goals by implementing appropriate interventions and modifying their teaching practices to be more successful through regular assessments.

Based on the results of the interviews that have been carried out, it can be seen that the teacher uses three assessment techniques, namely the technique of giving questions, direct observation and art / craft. Where these three assessment techniques are assessment techniques that are generally used by teachers in determining children's social emotional development. based on research conducted by aulia and nurlaili, it also shows that these assessment techniques are used to determine children's social emotional development (Nurlaili, 2019).

Reporting method

In the context of learning assessment implementation, it is incumbent upon educators to communicate the outcomes of the evaluation. The importance of this report lies in its ability to present a comprehensive overview of students' advancements and successes throughout their learning experience. By crafting an assessment report, educators have the opportunity to scrutinize the collected data and pinpoint domains in which students demonstrate advancement, in addition to recognizing elements that might necessitate additional focus. Additionally, it is essential to recognize that this report serves as a vital communication instrument that bridges the gap between teachers, students, and parents, ensuring a comprehensive insight into the holistic development of the student. As the results of the interview, the teacher said that :

"So, once we assess the child's learning, we record it in the child's report book." In Malaysia, it is referred to as a report card. So we placed it there. For instance, we write something like, "Puan child has been able to...." for the social component. Next, we give the parents a call to discuss the child's progress in-person."

The results are additionally substantiated by the observations suggesting that instructors systematically and methodically document and present the advancement of each individual child through an official report booklet that has been standardized by the state as a fundamental assessment mechanism. This document serves as an instrument for monitoring, providing teachers with the means to document different aspects of Child Development in a systematic and regular manner. In addition to its role as an administrative tool, the effectiveness of monitoring Child Development may be increased by engaging parents in conversations with educators concerning the progress and difficulties experienced by children in their learning journey. Parental participation enhances the oversight of children's development, as parents contribute extra viewpoints regarding the status and evolution of their children within the domestic sphere. This partnership established by educators and caregivers is crucial for fostering a nurturing educational setting, ensuring that every student receives tailored attention, mentorship, and assistance to meet their individual requirements (Kamal et al., 2022). The collaboration between educators and parents is vital for cultivating a learning environment that is conducive, as parental involvement can offer valuable insights into a child's development within the home environment. Consequently, the partnership between teachers and parents is projected to facilitate an enhanced learning

environment, guaranteeing personalized care and assistance tailored to the specific needs of each student. Then the teacher continued the interview:

“As I said earlier, we make 3 learning evaluations in one semester, and then we report the results of the assessment with parents. But we do it only in the second and third quarter. So we did create a program that we call the parent meeting to report on children's learning activities.”

Teachers set up special meetings with parents to make sure every child gets the best support possible during their educational journey. The purpose of this conference is to thoroughly discuss the findings of the assessments that were conducted during the learning time. This time, the instructor gives a report on each child's development, highlighting both areas that need improvement and those that have made good progress. The instructor also assesses each student's skills and offers suggestions that parents can follow to help their child's academic and extracurricular growth at home. This conference is not only a venue to learn about the evaluation's findings, but it also provides parents with an engaging platform to exchange parenting experiences and methods for helping kids learn. They have the opportunity to chat with other parents, ask questions of teachers, and learn more about strategies that can help make learning more successful for kids at home. It is believed that a greater partnership between parents and teachers would result from effective communication, which will enhance the learning environment and promote kids' overall development (Septiani et al., 2023).

D. CONCLUSIONS AND SUGGESTIONS

Based on the formulation of the problem that has been determined, it can be concluded that: 1) Evaluation of children's social emotional learning has several assessment techniques, namely; first giving questions made by the teacher to the child. second, namely making observations based on direct events or events that are happening. third conducting children's creativity development activities called art / craft so that children are able to express their feelings. 2) the teacher reports the results of children's development through the reportcard book to parents. meetings and giving questions to children occur 3 times a semester where the teacher calls it the first, second and third fragments. Of course, it is interesting that the

teacher uses one of the assessment techniques that is rarely used in the social evaluation of early childhood learning, namely art/craft. Therefore, teachers are expected to combine various assessment techniques in evaluating early childhood social emotional development. By applying various evaluation methods, the results obtained will be more comprehensive and provide a comprehensive picture of children's progress.

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