

Teacher Strategies in Assessment of Fine Arts Learning in Early Childhood Education

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ABSTRACT

Assessment of fine arts learning in early childhood education (PAUD) plays a crucial role, whereby teachers focus not only on evaluating the products of children's work but also on the process itself. This study aims to describe the strategies employed by teachers in assessing fine arts learning in PAUD, encompassing both process-based and product-based approaches. The research method employed was library research, involving the review of relevant national and international articles published over the last five years. Data analysis was performed using thematic synthesis techniques. The results showed that process-based assessment strategies included direct observation, the use of the child development achievement checklist scale, and anecdotal notes. Meanwhile, product-based assessment strategies are carried out through children's work results and portfolios. Both forms of assessment provide a complete picture of children's development and form the basis for subsequent learning planning. This study concludes that fine arts assessment in early childhood education must emphasize a balance between process and product assessment to support children's holistic development and improve the quality of teachers' learning practices.

KEYWORDS

Teacher Strategies
Assessment
Fine Arts Learning
Early Childhood
Education

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INTRODUCTION

Early Childhood Education (PAUD) is the main foundation for children's holistic development, including cognitive, affective, and psychomotor aspects. In early childhood, children experience a golden age that significantly influences the direction of their development in later stages (Saracho, 2023). One aspect of development in PAUD learning is art, because through artistic activities, children can express their feelings, develop creativity, and practice fine motor skills. According to Ecoffet et al. (2021), art for early childhood is not just a work of art but a process of exploration that provides opportunities for children to think creatively, solve problems, and express themselves in unique ways.

In the context of learning, one aspect of artistic development in early childhood education is visual arts education, which provides important benefits in supporting children's holistic development. Through visual arts activities such as drawing, painting, printing, or making collages, children can express their ideas and feelings, thereby developing their creativity and imagination. Azis & Lubis (2023) emphasize that art education is a means for children to enhance their creativity

and express themselves uniquely according to their stage of development (Papavasileiou et al., 2021). Art activities also train fine motor skills through hand-eye coordination while strengthening the basics of writing skills. Additionally, children learn to recognize concepts of color, shape, size, and patterns that stimulate their cognitive abilities and problem-solving skills. Sternfeld et al. (2024) emphasizes that art education supports children's social-emotional development because it involves interaction, cooperation, and opportunities to manage emotions. Furthermore, art fosters aesthetic sensitivity (Elpalina et al., 2024; Lubis, 2022), while enriching children's language as they describe their work.

However, the success of art education in early childhood education is inseparable from the assessment strategies used by teachers. Assessment is an integral part of the learning process, as it provides information about children's development, abilities, and needs. This is in line with Kasman & Lubis (2022) opinion that assessment is the process of collecting data and processing information to determine the learning needs of students. According to (Lubis & Syawalina, 2025; Wan et al., 2021), assessment in early childhood education should emphasize observation of the process, not merely evaluating the final result. This is in line with Mastikawati et al. (2022) opinion, which states that early childhood assessment should be authentic, conducted in the context of real activities, and provide a comprehensive picture of children's developmental achievements.

In practice, early childhood education teachers often face challenges in conducting art learning assessments. Some teachers still focus on assessing the final product of children's work, thereby neglecting the creative process, which is actually more meaningful. This is in line with Khaerani et al. (2024) research, which found that some teachers focus more on academic achievement and standard assessments, thereby neglecting the important value of the creative and expressive process that is produced through the activity of creating artwork. However, Ulkhatiata (2021) emphasizes that assessment of early childhood should use various strategies, such as anecdotal notes, portfolios, artwork, and developmental achievement checklists, to ensure that assessment is more objective and holistic.

In addition, Aziza et al. (2024) argues that in art education, teachers face obstacles in conducting assessments. Teachers also experience challenges in designing art learning assessments that are relevant to learning (Siti Ni'matul Fitriyah et al., 2024). Thus, teachers' strategies in assessing art learning are very important to study. Teachers are required not only to teach and give assignments but also to design assessment strategies that are in line with the characteristics of child development. These strategies are useful in helping teachers understand children's potential, interests, and learning needs more comprehensively, while also serving as a basis for planning follow-up learning activities. This is in line with Maker (2021) view that well-designed assessments can identify children's thinking processes, creativity, and expression in real contexts.

Several previous studies based on a Google Scholar search emphasize early childhood education assessment in general without specifically discussing assessment in art education. An example is the study conducted by Budiarti et al. (2023) on assessment and learning outcome reports for AUD in the Merdeka Curriculum. Furthermore, the research by Prihantoro (2021) examined formative assessment for assessing AUD development, as well as Ulkhatiata (2021), which specifically researched the assessment of children's social-emotional development. This gap shows that studies on teacher strategies in fine arts learning assessment are still limited, so this research is important to describe the various strategies that can be applied. Thus, the results of this study are expected to contribute to improving the quality of learning practices and enriching the academic discourse on fine arts assessment in early childhood education.

METHOD

This study uses a literature review method. This approach was chosen because the focus of the study is to examine, identify, and analyze teachers' strategies in assessing art learning in early childhood education based on the results of previous studies, both from national and international journals. The research data sources are journal articles relevant to the theme of early childhood learning assessment, particularly in art learning. The articles were obtained through the Google Scholar database, using the following search keywords: learning assessment, early childhood

assessment, teacher strategies in assessment, fine arts learning assessment, observation, child development achievement checklist scale, anecdotal notes, work results, and portfolios. The literature used was selected based on the following criteria:

- 1) Published within the last five years (2021–2025)
- 2) Discusses assessment in the context of early childhood education.
- 3) Focus on art learning assessment or child art-based assessment.
- 4) Provides information on strategies, practices, or challenges faced by teachers in conducting assessments.

The data collection process began with determining search keywords according to the research topic, selecting articles based on their titles and abstracts, reading articles that met the criteria in full, and documenting the selected articles in a literature matrix to facilitate the analysis process. Data analysis was conducted using thematic synthesis. The stages of thematic synthesis included:

- 1) Reading and understanding each relevant article.
- 2) Identifying teachers' strategies in art assessment that appear in each article.
- 3) Grouping these strategies into broad themes (e.g., observation-based assessment, portfolio assessment, child's work assessment, process assessment).

Presenting the synthesis results in the form of a narrative description and thematic table.

RESULT AND DISCUSSION

Based on a review of the literature, it was found that teachers' strategies in assessing art learning in early childhood education were carried out using various approaches. Thematic analysis showed that the main theme was, namely, process- and product-based assessment strategies. Process-based assessment can be carried out using direct observation, a checklist of children's developmental achievements, and anecdotal notes. To provide a clearer picture, the results of the thematic analysis are presented in the following table.

Table 1. Results of Thematic Analysis of Teacher Strategies in Process-Based Assessment in Art Education in PAUD

Main Theme	Sub-Theme	Description of Teacher Strategies
Process-Based Assessment	Direct Observation	<ol style="list-style-type: none"> 1. Teachers observe children while they are working. (Example: drawing, painting, or making collages). 2. Teachers pay attention to children's expressions and attitudes during activities. (Example: courage to try, enthusiasm, or ability to complete tasks independently). 3. Teachers observe children's interactions with their peers and with teachers. (Example: the child's ability to share or cooperate).
	Child Development Achievement Checklist Scale	<ol style="list-style-type: none"> 1. Teachers first develop or use a checklist instrument that includes indicators of children's abilities. (Example: the ability to hold tools correctly or the ability to mix colors) 2. During the activity, teachers observe each child and mark their progress on the development scale. (Example: BB, MB, BSH, or BSB)
	Anecdotal Notes	<ol style="list-style-type: none"> 1. The teacher observes the child's behavior naturally without excessive intervention. 2. Then they write down things that are considered meaningful. (Example: how the child tries to mix new colors, how the child tells a story based on their drawing, or the child's attitude when facing difficulties using tools in their work)

Source: (Akbar et al., 2024; Alonzo et al., 2021; Budiarti et al., 2023; Eilers, 2023; N. R. Hidayat & Rohita, 2023; W. Hidayat et al., 2021; Istiyani et al., 2024; Lubis & Ratno, 2025; Prihantoro, 2021; Rujiah s., 2023; Samad et al., 2021; Yue & Wang, 2025)

The results of the study indicate that teachers' strategies in process-based assessment in art learning in early childhood education are carried out through direct observation, a checklist of children's developmental achievements, and anecdotal notes. Direct observation is an important first step because teachers can observe children while they are doing activities, whether drawing, painting, or making collages. In addition, teachers pay attention to children's expressions, attitudes, and interactions during activities. This is in line with [Chen & Tippet \(2022\)](#) opinion, which emphasizes that observation enables teachers to obtain data on children's development in a real context. Thus, observation not only captures the results of the work but also assesses the children's courage, enthusiasm, and ability to work together.

Furthermore, teachers use a checklist scale of child development achievements to assess the achievement of certain indicators, such as the ability to hold tools or mix colors. This instrument helps teachers conduct assessments systematically because each developmental indicator can be marked according to its level of achievement. The scale options on the child development achievement checklist instrument are BB (not yet developed), MB (starting to develop), BSH (developing as expected), and BSB (developing very well). This is in line with [Amanda et al. \(2024\)](#) view that the use of a checklist scale is effective for monitoring children's development on an ongoing basis and providing a clear picture of the skills that children have and have not yet mastered. In this way, teachers can plan follow-up learning that is more appropriate to the developmental needs of children.

In addition, teachers also use anecdotal notes as a form of in-depth qualitative assessment. Teachers record children's behavior naturally without excessive intervention, then write down meaningful things that arise during activities. These notes can be about how children try new colors, tell stories based on their drawings, or their attitudes when facing difficulties using tools in their work. This shows the important role of teachers as observers who are sensitive to the details of children's development. In line with [Becker et al. \(2023\)](#) opinion, anecdotal notes are considered an assessment that provides contextual information about children's learning processes, so that teachers can understand the potential and challenges faced by children in expressing themselves through art. Thus, the teacher's strategy in process-based assessment in art learning in early childhood education not only assesses children's abilities in terms of their work, but also emphasizes the process that children go through. Through direct observation, a checklist of children's developmental achievements, and anecdotal notes, teachers obtain a complete picture of children's cognitive, socio-emotional, motor, and creative development. Furthermore, the results of the thematic analysis of teachers' strategies in product-based assessment in art education are presented in the following table.

Table 2. Results of Thematic Analysis of Teacher Strategies in Product-Based Assessment in Art Education in Early Childhood Education

Main Theme	Sub-Theme	Description of Teacher Strategies
Product-Based Assessment	Children's Work Results	<ol style="list-style-type: none"> 1. Systematically document each child's work. 2. Teachers not only store the work, but also add notes containing important information. (Example: date of creation, learning theme, tools, and materials used). 3. Adding notes about aspects of development that are evident through the work. (Example: when a child draws a picture of their family, the teacher writes notes about the details of the drawing, color choices, or the proportions of the shapes seen in the work).
	Portfolio	<ol style="list-style-type: none"> 1. Systematically and continuously collecting children's visual artworks. Teachers store various forms of children's visual artworks in a special folder. (Example: drawings, paintings, collages, or three-dimensional works) 2. Writing descriptive notes about the artwork (date, theme, medium, process, or result).

3. Teachers and brief notes about aspects of development that are apparent.
(Examples: motor skills, courage to try new techniques, creativity in the use of color, or the ability to express ideas).

Source: (Akbar et al., 2024; Aras, 2021; Basaran et al., 2021; N. R. Hidayat & Rohita, 2023; Istiyani et al., 2024; Lubis & Ratno, 2025; Lindsay, 2021; Prihantoro, 2021; Warmansyah et al., 2022)

The results of the study indicate that early childhood teachers apply two forms of product-based assessment strategies in art education, namely through children's artwork and portfolios. The artwork is not only used as documentation but also as a medium for reflecting on children's development. Teachers systematically document each work and add notes containing important information, such as the date of creation, learning theme, and tools and materials used. This is in line with Indalaillah et al. (2023) opinion, which emphasizes that assessment of early childhood must be based on real documentation of children's activities so that teachers can assess children's development more comprehensively. Furthermore, teachers also add notes related to aspects of development that are apparent through children's work, such as image details, color choices, and shape proportions. This shows the role of teachers as observers of individual child development, as stated by Lubis & Ratno (2025), that assessment of early childhood should emphasize the development process rather than just the result.

In addition to the results of their work, teachers also use portfolios as a more comprehensive form of assessment. Portfolios are collected systematically and continuously, and store various forms of children's artwork in special folders, containing a variety of children's work such as drawings, paintings, collages, and three-dimensional works. Each work in the portfolio is accompanied by descriptive notes regarding the date of creation, media used, date, theme, process, or results of the child's work. Teachers also add special notes about the skills that are apparent, such as fine motor development, courage to try new techniques, creativity in the use of color, or the ability to express ideas. This is in line with Basaran et al. (2021) opinion that portfolios provide an opportunity for teachers, children, and parents to see the child's learning progress over time. Additionally, Chang & Kabilan (2024) emphasizes that portfolios help teachers plan future learning, not merely serve as a tool to measure work outcomes.

Thus, the teacher's strategy in product-based assessment through work results and portfolios reflects an assessment practice that emphasizes real documentation, progress notes, and continuous reflection. These two strategies enable teachers to understand children's potential, interests, and needs more comprehensively. These findings also confirm that art assessment in early childhood education should be directed not only at visible work outcomes but also at the developmental process behind the work, so that teachers can provide appropriate stimulation according to the child's developmental stage.

CONCLUSION

The results of the study show that teachers' strategies in assessing fine arts in early childhood education are carried out through two main approaches, namely process-based assessment and product-based assessment. Process-based assessment is carried out through direct observation, the use of a checklist of child development achievements, and anecdotal notes. This allows teachers to obtain a complete picture of the child's development in a real context, not only in terms of technical skills, but also attitude, creativity, and socio-emotional interactions. Meanwhile, product-based assessment is realized in the form of documenting the child's work and collecting portfolios. Through this strategy, teachers can systematically and continuously record children's skill development, creativity, and expression. Documentation of work accompanied by reflective notes provides comprehensive information about children's learning potential and needs.

Overall, these two approaches emphasize the importance of authentic assessment that not only evaluates the final result but also values the child's creative process. Thus, art learning assessment in early childhood education plays an important role in supporting children's holistic development while helping teachers design follow-up learning that is more appropriate to the developmental stage of the students. The implications of these findings are the importance of teachers consistently using authentic assessment, parents utilizing assessment results as information on their children's development, and PAUD institutions incorporating it into learning quality

improvement.

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