

The Relationship between Teachers' Pedagogic Competence and the Ability to Carry Out Evaluation using Anecdotal Records in Early Childhood Education Institutions

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ABSTRACT

This study aims to analyse the relationship between teachers' pedagogical competence with the ability to carry out learning evaluations using anecdotal records in PAUD institutions. This research is a type of research with a quantitative approach that is non-experimental and uses the correlation method. The population of this research is all teachers in Early Childhood Education (ECE) Institutions in Kota Agung Sub-district. Determination of the research sample using saturated samples with a sample size of 30 teachers. Data collection techniques using tests and questionnaires with instrument grids that have been validated by expert lecturers. The results showed that there was a relationship between the pedagogical competence of teachers with the ability to carry out evaluations using anecdotal records in PAUD institutions of 0.738. So, it can be concluded that there is indeed a significant relationship, but every teacher must improve pedagogical competence in order to be able to carry out learning evaluation more optimally.

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INTRODUCTION

The process of growth and development in children is something that needs to be of concern to parents, one of which is through education for children. Early childhood education is an effort or action that can be provided by parents and teachers to help optimise child development (Mulyani, 2018). One way that can be done to help optimise child development is to provide a safe and comfortable learning environment for children to explore the child's world. PAUD institutions are one level of formal education for early childhood. Through learning activities carried out at PAUD institutions, children can improve all aspects of their development (Sofyan, 2018). In PAUD institutions, teachers have an important role, namely teachers have a role to educate, guide, help children optimise their potential, and so on. To become a professional teacher, of course, there are several requirements needed, one of which is related to teacher competence. A professional teacher must have four basic competencies, namely 1) pedagogic competence, 2) social competence, 3) personality competence, and 4) professional competence (Afridoni, *et al.*, 2023). This is in accordance with the requirements stated in Ministerial and Cultural Regulation No. 137/2014 on the Academic Qualifications of Early Childhood Teachers and the Competencies of Early Childhood Teachers, namely that early childhood education, kindergarten, or RA teachers must have a D-IV or S1 diploma in early childhood education or psychology obtained from an accredited study programme, and teachers must have a Teacher Professional Education (PPG) certificate. PAUD teacher competency standards include pedagogic, social, personality, and professional competencies.

Professional teachers are qualified teachers who are able to master their work according to their field, and are able to be responsible for understanding the characteristics or needs of children, and are able to help children develop their potential so that they can achieve

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educational goals optimally. This is in accordance with what is stated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, stating that what is meant by professional educators are educators who are responsible for teaching, guiding, directing, training, assessing, and evaluating children in formal education, primary education, and secondary education. When referring to the Law, one of the teacher's duties is to evaluate learning. Learning evaluation is one of the important aspects to be considered in an ECD institution, because learning evaluation itself has a purpose, which is to see the extent of development that occurs in children during the learning process at school (Akhsanti, 2014). Evaluation is a process that serves to describe or produce information that is useful as a reference material in determining goals or decisions (Nasution, et al., 2023). Through the results of evaluations conducted by PAUD institutions, these results are considered to help improve the quality of education of an institution if the evaluation process is carried out in accordance with established regulations.

One form of evaluation that can be done at school is by using anecdotal notes. An anecdotal note is a daily journal that contains unique behaviour in children and occurs during the learning process (Hani, 2019). In the implementation of learning evaluation using anecdotal notes, of course, the skills of the teacher are needed and in collaboration with the school and parents. Through the results of anecdotal records, both the school and parents can see how children develop, especially in things that are unique or unusual for children. The results of the evaluation can be used by the teacher in considering matters related to learning and development in children. There are significant differences between evaluation techniques using anecdotal notes and other evaluation techniques, including that in the anecdotal note evaluation technique the teacher will only write down unique behaviour, such as unusual or new things done by children during learning activities, then there is a description of the time of the incident and is equipped with a description of the child's expression when the incident took place, and there are comments from the teacher that are separate from the facts that occur (Sari & Ahmad, 2019). So it can be concluded that the results of evaluating using anecdotal notes can make it easier for teachers or parents to know what happens to children during the learning process.

Based on the pre-research that has been conducted by researchers through interviews and observations at Dharma Wanita Persatuan Kindergarten and Honesty Kindergarten, researchers see that in both institutions evaluation activities have been carried out in the learning process of children, one of which is by using anecdotal notes. However, there are still some educators who do not understand the implementation of good evaluation activities using anecdotal notes during the learning process in accordance with the learning design that has been prepared.

The first pre-research was conducted at Dharma Wanita Persatuan Kindergarten in Kota Agung. At this institution, educators observe and document activities carried out by children, when researchers conducted pre-research, the kindergarten was holding a fun activity and involved parents with children and teachers. Evaluation activities carried out by teachers are observation and anecdotal records and are carried out in accordance with the learning design that has been prepared. The ability of teachers to conduct evaluations using anecdotal records of children can be said to be good and in accordance with what is in the field, because teachers always observe and record all children related to the behaviour carried out during learning activities, especially unique behaviour. Examples of activities carried out by teachers when conducting evaluations using anecdotal records are observing children's behaviour starting from the child entering the school gate, if there are differences or unusual behaviour from the child then the teacher will make notes related to this behaviour. Likewise, during the activity, the teacher will do the same thing. This activity is carried out by the teacher to see the extent of the child's development stage and the shortcomings of the child's growth and development process, then find solutions to overcome these shortcomings. Every evaluation carried out is always

recorded, documented and analysed to consider decisions that will be taken next to optimise child development. At the PAUD institution, each child has his or her own anecdotal record and each record that has been made will be collected by the teacher into one file, then the teacher will report it to the child's parents.

The second pre-research was conducted at Honesty Kindergarten in Kota Agung. Through the results of interviews and observations conducted at the institution, it was seen that when conducting learning activities the teacher did not directly evaluate or record the activities carried out by children from the beginning to the end of learning. Instead, the teacher will see how the results of the activities that children have done in the learning process through the assessment list that has been made. However, teachers do not clearly understand the lesson plans that have been prepared and conduct evaluations, especially by using anecdotal records. In addition, teachers also find it difficult when they have to explain the evaluation planning using anecdotal records, as well as the process carried out when evaluating during learning. Although during the interview process the teacher said that the institution had carried out an evaluation using anecdotal notes, the teacher also said that the evaluation was carried out using anecdotal notes.

Based on the facts in the field, the implementation of learning evaluation, especially using anecdotal records, is a challenge for teachers, because there are still teachers who do not clearly understand the implementation of good and correct evaluation for children. Thus, teachers have not been able to carry out evaluation activities properly and only carry out evaluation activities casually. For example, teachers will only carry out evaluations when the learning activities have ended and the activities carried out only reach the limit of giving grades for the work or tasks given by the teacher to the child. This is because teachers do not understand the principles of learning evaluation for early childhood in PAUD institutions.

The results of research on teacher pedagogical competence, it can be said that teachers at the institution have not been able to carry out learning assessments for early childhood in accordance with the principles of assessment (Sari & Setiawan, 2020). This is based on the fact that teachers have not been able to carry out learning assessments in children on an ongoing basis, then learning assessments have not been carried out properly in accordance with assessment procedures, and teachers do not carry out learning assessments thoroughly and systematically. Then, the results of research conducted by Sum (2019), that there are still many PAUD institutions that must get special attention both from the government and from those who have authority in the world of PAUD. This is because there are still many teachers who have not reached the standard academic qualifications of S1 PAUD, or do not have an understanding of learning for AUD which then has an impact on the low quality of learning, less optimal stimulation of children, media that is not varied, learning methods that are not in accordance with children, and the level of understanding or competence of teachers is still low so that the learning carried out is less interesting for children to develop their potential. In the results of research conducted by Sum & Taran (2020), that 1) academic qualifications for a teacher in PAUD institutions can affect the ability, knowledge and understanding of teachers related to students, 2) there are still many teachers in PAUD institutions who lack understanding and ability in the preparation of learning plans that are fun for children, 3) pedagogical competence owned by teachers is still very minimal so that it can affect the learning process carried out by teachers at the institution, and teachers have not been able to describe development related to all aspects of child development. In fact, in a real sense, teacher competence, especially pedagogical competence in terms of implementing evaluation, is something that must be mastered by teachers, because evaluation is an important component to be carried out in the learning process and is sustainable and concerned with the process not just results (Kurniawan & Hariyati, 2021).

Based on this explanation, it can be concluded that the pedagogic competence of teachers in the implementation of learning evaluation is important and must be mastered by teachers. The results of evaluations using anecdotal notes can be a reference for teachers to be able to understand more deeply the development of students. In addition, researchers are interested in conducting research on evaluations using anecdotal records because researchers want to see and know how the ability of teachers to evaluate using anecdotal records in PAUD institutions. Through evaluation activities, it is able to improve the programmes that have been prepared, improve school quality, and be able to measure the level of achievement of child development. Therefore, researchers are interested in seeing and examining the relationship between teachers' pedagogical competence and teachers' ability to evaluate learning using anecdotal records at PAUD institutions.

METHODS

1. Type of research

In this study, researchers used a type of quantitative approach research that was non-experimental in nature using the correlation method. Correlation is one of the statistical techniques used to find the relationship between two or more variables (Rosalina, et al., 2023). So, the reason researchers use the correlation method is because researchers want to see if there is a significant relationship between the pedagogical competence of teachers with the ability to carry out evaluations using anecdotal records in PAUD institutions.

2. Time and place

This research was conducted in Kota Agung Sub-district, Tanggamus Regency and was conducted in the 2023/2024 academic year.

3. Population and research sample

The population used by researchers in this study was all Early Childhood Education (ECE) institutions in Kota Agung Sub-district. The sampling technique used in this study was the total sampling method. The total sampling method is one of the sampling techniques where the number of research samples is the same as the number of research populations (saturated samples) with a total population of less than 100 or even 30, then all elements must be studied (Noor, 2015). Based on these considerations, the researcher determined a research sample of 30 teachers.

4. Research instruments

Research instruments are tools that researchers can use to collect data when conducting research in accordance with the data collection methods used. In the research to be carried out, research instruments are used to measure the pedagogical competence of teachers with the ability of teachers to carry out evaluations using anecdotal records in PAUD institutions.

5. Research Instrument Test

a. Validity Test

The validity test is a process carried out to see whether the instrument used in the study is valid or not (Sugiyono, 2013). A valid measurement can mean that the measuring instrument that will be used to obtain research data is valid in value. Therefore, if the measurements taken are valid, then the instrument can be used to measure what should be measured. In the process of testing validity can be assisted by the existence of research instruments. The validity test was carried out using the Pearson Product

Moment formula with a significance level of 5% (0.05), if r count > r table then the item was declared valid, if r count < r table then the item was declared invalid.

Product Moment Correlation Formula

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Picture 1. *Product Moment Correlation Formula*

Description:

r_{xy} : correlation coefficient
 X : dependent variable
 Y : independent variable
 N : the number of subjects studied

b. Reliability Test

After the researcher conducts a validity test on the instrument, the researcher will then conduct a reliability test on the items that are said to be valid. In this study, researchers will conduct a reliability test using the Cronbach Alpha formula.

The Alpha Cronbach formula, which is as follows:

$$r_{11} = \frac{k}{k-1} \times \left\{ 1 - \frac{\sum S_i}{S_t} \right\}$$

Picture 2. Alpha Cronbach formula

Description:

r_{11} : reliability value
 k : number of items
 $\sum S_i$: the sum of the variance of the scores of each item
 S_t : total variance

After obtaining the coefficient of the instrument reliability test, it can then be interpreted using the criteria in Table 1.

Table 1. Reliability Criteria

Coefficient Range	Criteria
0,80 - 1,00	Very High
0,60 - 0,80	High
0,40 - 0,60	Fair
Coefficient Range	Criteria
0,20 - 0,40	Low
0,00 - 0,20	Very Low

Based on Table 1, the reliability criteria can be said to be very high, high, sufficient, low, or very low if it has fulfilled the existing coefficient.

c. Data collection techniques

In this research, there are 3 data collection techniques, which are as follows:

a. Test

Test is a data collection technique that can guide researchers to obtain information about a research variable (Hardani, *et al.*, 2020). In the research to be carried out, the test technique is used to obtain data on teacher pedagogical competence (variable X). Through the test technique, researchers will need an answer key for each question asked, where the answer key to this test will be prepared by the researcher.

This test will be calculated using the interval formula to determine each category, with the interval formula as follows:

$$I = \frac{NT - NR}{K}$$

Picture 3. Interval Formula

Description:

- I : Interval
- NT : Highest Value
- NR : Lowest Score
- K : Category

b. Questionnaire

Questionnaire is a data collection technique carried out by researchers by giving sheets of questions or statements to respondents to answer (Sugiyono, 2013). The statements that will be included in the questionnaire are statements related to the research variable, namely the implementation of anecdotal note evaluations (variable Y). The questionnaire will be distributed directly by researchers to teachers to obtain information related to the teacher's ability to carry out anecdotal note evaluations. The questionnaire in this study was made using a *Guttman* scale. The *Guttman* scale is a data collection instrument using more explicit answers, for example 'yes-no', 'true-false', 'agree-disagree' and others (Arifin & Aunillah, 2021). So, in this study, the alternative answers that will be used by researchers are 'yes-no' answers with the following answer scores:

Table 2. Answer Score on the *Guttman* Scale Research Questionnaire

Form of answer choice	Score
Yes	1
No	0

Based on Table 2, the form of choice of each answer in the research questionnaire has a different score, namely yes getting a score of 1, and no getting a score of 0.

c. Documentation

Documentation was conducted to obtain data about teachers needed in the study. The documentation technique aims to be able to see the form of learning tools that exist in schools, such as teaching modules or lesson plans and anecdotal record evaluation instruments at the institution.

d. Data analysis techniques

After researchers collect data, the next step that researchers will take is data analysis. The purpose of researchers conducting data analysis is to simplify all data that has been obtained and collected, then present the data in a systematic arrangement, then process and interpret the data that has been collected (Sugiyono, 2013). The data analysis techniques used in this study are:

a. Prerequisite test

The prerequisite test is a test carried out before testing the hypothesis. In the research to be conducted, researchers used hypothesis testing using the *product moment* correlation formula. So, the requirements that must be met for hypothesis testing using *product moment* correlation are normally distributed data and a linear relationship between the two variables (Rosalina, *et al.*, 2023). Therefore, researchers conducted a prerequisite test using the normality test and linearity test to find out whether the data was normally distributed and the relationship between the two variables was linear.

- Normality test

The normality test is a test conducted to determine whether the data obtained is normally distributed or not (Nuryadi, *et al.*, 2017). Data that is good and suitable for use in research is normally distributed data. The normality test that will be used in this study is the *Kolmogorov Smirnov* test, with the following formula:

Kolmogorov Smirnov Formula

$$KD : \frac{1,36 \frac{n_1 + n_2}{n_1 n_2}}{}$$

Picture 4. *Kolmogorov Smirnov* Formula

Description:

KD : the number of *Kolmogorov Smirnov* sought
 n₁ : number of samples obtained
 n₂ : the expected number of samples

The basis for decision making in the normality test using the *Kolmogorov Smirnov* formula is, if the significance level is greater than 5% (0.05) then the sample is said to be normally distributed, and if the significance level is less than 5% (0.05) then the sample is said to be abnormally distributed.

- Linearity test

The linearity test is also a test carried out in the prerequisite test for conducting data analysis. Linearity test is a test conducted to determine whether two variables have a linear relationship or not significantly (Rosalina, *et al.*, 2023). The linearity test can be done through a *test of linearity* with a significance level of 0.05. The test criteria with statistical tests, namely: 1) If significant in Linearity (> 0.05), then the data has a linear relationship; 2) If significant in Linearity (<0.05), then the data does not have a linear relationship.

b. Hypothesis test

Hypothesis test is a test conducted to find a temporary answer about the allegation of whether or not there is a significant relationship between the two research variables. To test the relationship (correlation) in this study, we will use the *product moment* correlation formula. *Product moment* correlation is one of the statistical techniques used to find the relationship between two or more variables (Rosalina, *et al.*, 2023). *The product moment* correlation formula, which is as follows:

Product Moment Correlation Formula

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Picture 5. *Product Moment Correlation Formula*

Description:

- r_{xy} : correlation coefficient
- X : dependent variable
- Y : independent variable
- N : the number of subjects studied

The interpretation of the correlation coefficient conventionally according to Guilford in (Rosalina, *et al.*, 2023), can be interpreted using the criteria in Table 3.

Table 3. Interpretation of the correlation coefficient

Coefficient Range	Criteria
0,80 - 1,00	Very High
0,60 - 0,80	High
0,40 - 0,60	Fair
0,20 - 0,40	Low
0,00 - 0,20	Very Low

Hypothesis test is carried out using the *product moment* correlation formula with a significance level of 5% (0.05), if $r_{count} > r_{table}$ then the correlation between the two variables can be said to be significant, if $r_{count} < r_{table}$ then the correlation between the two variables can be said to be insignificant.

RESULTS AND DISCUSSION

1. Results

a. Prerequisite test

- Normality test

The data normality test can be carried out to determine whether the data collected in the form of teacher pedagogic competence scores and the ability to carry out evaluations using anecdotal notes originating from normally distributed populations or not. The data normality test used in this study is the *Kolmogorov Smirnov* test with the help of the SPSS version 25 for windows programme. To determine whether the results of the normality test are significant or insignificant, pay attention to the number in the significance column (*Asymp. Sig. (2-tailed)*). If the significance value obtained $>$ the significance level α (0.05) then the data population is normally distributed. Based on the data calculations carried out, the

results of the normality test calculations are obtained namely on the variable of teacher pedagogical competence obtaining a significance value of 0.200 and on the variable of implementing anecdotal record evaluation obtaining a significance value of 0.093. So, it can be concluded that the data from the two variables are normally distributed.

- Linearity test

The data linearity test can be carried out to determine whether the data from the two variables have a linear relationship or not significantly. The data linearity test can be tested through the *test of linearity* with the help of the SPSS *version 25 for windows* programme. To find out whether the linearity test results are significant or not, pay attention to the number in the significance column (*Deviation from Linearity*). If the significance obtained $>$ the significance level α (0.05) then the two variables have a linear relationship. Based on the data calculations carried out, the results of the linearity test calculation obtained, namely the two variables obtained a significance value of 0.298, meaning that the value was ≥ 0.05 . So it can be said that there is a linear relationship between the teacher's pedagogical competence variable and the anecdotal record evaluation implementation variable.

b. Hypothesis test

Hypothesis test is carried out with the aim of knowing whether the temporary conjecture is accepted or rejected. In this study, the hypothesis to be tested is about whether there is a relationship between the pedagogic competence of teachers with the ability to carry out evaluations using anecdotal records in PAUD institutions. So, the hypothesis in this study was tested using the *product moment* correlation formula with the help of the SPSS *version 25 for windows* programme. The basis for decision making in the *product moment* correlation test is if the *Sig. (2-tailed)* < 0.05 then H_0 is rejected and H_a is accepted, while if the *Sig* value. (*2-tailed*) > 0.05 then H_0 is accepted and H_a is rejected. Based on the calculation of hypothesis test data, the result is 0.000, meaning that this value is < 0.05 . So it can be said that H_a is accepted or there is a relationship between the pedagogical competence of teachers with the ability to carry out evaluations using anecdotal records in PAUD institutions. Interpretation of the correlation coefficient

Coefficient Range	Criteria
0,80 - 1,00	Very High
0,60 - 0,80	High
0,40 - 0,60	Fair
0,20 - 0,40	Low
0,00 - 0,20	Very Low

Based on the results of the *Product Moment* correlation test, a value of 0.738 was obtained, so these results are in the high criteria (0.60 - 0.80). So, it can be concluded that there is a high or strong relationship between teachers' pedagogic competence and the ability to carry out anecdotal record evaluations.

2. Discussion

Teachers have an important role in education, because the quality of children's education depends on the level of competence that teachers have in carrying out learning. Teacher competence is the ability to carry out their duties with full responsibility as a

teacher. This is based on the fact that teaching is a soft skill profession so that competence is needed by a teacher. One of the competencies that teachers must have and master is pedagogical competence, which in this competence includes several abilities such as planning learning activities, providing care and protection to children, carrying out the learning process and assessing or evaluating all learning processes and outcomes. Being a professional teacher is certainly not easy, because the word professional means that someone who has the ability to do a job optimally in accordance with his profession.

In pedagogic competence, a teacher has an obligation in terms of understanding children's learning, both in terms of children's characteristics to the implementation of learning evaluation. Evaluation is an important component, in order to see whether the learning objectives have been successfully achieved or what problems arise during the learning process. Basically, the implementation of evaluation is a process that must be planned and implemented systematically. Therefore, evaluation activities are not just an assessment carried out at the end of the activity or the end of the semester, because the results of the evaluation will be reported to parents as a form of information for parents regarding child development. Every development that occurs in children is important and valuable for children's lives and can help children to continue their education to the next stage. One of the learning evaluation techniques that can be carried out in children's learning is evaluation using anecdotal records that contain unique or new behaviour in children, and different from the behaviour shown by children in daily activities.

Based on the results of the research and the calculation of the Product Moment correlation test, it can be concluded that there is a relationship between the level of pedagogical competence possessed by a teacher and the teacher's ability to carry out learning evaluation, especially in the anecdotal record evaluation technique. Although in practice there are still teachers who do not understand learning evaluation techniques well so that when teachers carry out evaluations, these activities have not been carried out optimally. Of course, there are many factors that can influence the lack of understanding of teachers regarding the implementation of evaluations, especially in the anecdotal note technique, including the lack of facilities such as trainings related to the evaluation of anecdotal notes, the burden of tasks faced by teachers, or from the incompetence of the teachers themselves. Usually, of the several evaluation techniques available, teachers most often use the observation technique, because teachers consider this technique easier to do than other techniques.

The existence of a relationship between pedagogical competence owned by teachers and the ability of teachers to carry out evaluations using anecdotal notes is in line with research conducted by Mukhtar (2020), which in this study explains that the better or higher the level of competence possessed by teachers can affect the teacher's ability to carry out evaluations or assessments using anecdotal note techniques. This is based on the fact that teachers have guidelines or references as well as good knowledge and skills based on their level of pedagogical competence. Furthermore, if based on the results of research conducted by Yuliani & Syaepuddin (2020), it is explained that a teacher is able to carry out an evaluation or assessment properly if the teacher has a high level of pedagogical competence, so that the teacher can be said to be a professional teacher in accordance with applicable regulations related to education standards. Then, based on the results of research conducted by (Palmin, et al., 2019), it is explained that teachers have difficulty in planning the use of various assessment techniques, causing teachers to be confused when collecting data and causing the final report on child development to be made by giving almost the same description results for all children. Therefore, it would be better if each teacher gets facilities that can support the knowledge or competence of the teacher. So that children's

development can develop in accordance with expectations and goals that have been set, and teachers can carry out their duties optimally.

CONCLUSION AND SUGGESTION

1. Conclusion

Based on the results of research and discussion of the relationship between the pedagogical competence of teachers with the ability to carry out evaluations using anecdotal records in PAUD institutions, it can be concluded that:

- a. There is a relationship between the pedagogical competence of teachers with the ability to carry out evaluations using anecdotal records in PAUD institutions, which has a Sig value. (2-tailed) of $0.000 < 0.05$, which means that the two variables have a significant relationship and the Pearson Correlation value of 0.738 or when viewed in the correlation coefficient interpretation table, the value is in the high criteria, namely in the range of 0.60 - 0.80.
- b. The better or higher the level of competence possessed by teachers, especially in pedagogical competence related to the implementation of evaluation, the teacher's ability to carry out learning evaluations for children will be more developed and optimally implemented. In addition, the results of the evaluation carried out by the teacher can be used as a basic reference in determining the next steps of learning.

2. Suggestion

a. For Teachers

Teachers are expected to further develop and improve their competencies, especially in pedagogical competence in carrying out learning evaluations, so that teachers can further optimize every development that occurs in children and be able to find out the weaknesses or deficiencies that exist in the process of child growth and development.

b. For the Principal

School principals are expected to pay more attention and provide facilities or facilities for teachers to improve the competencies of teachers, so that these competencies can be developed optimally and be able to support all the abilities that teachers have and must master during the learning process.

c. For Further Researchers

This research is expected to be used as a reference and be able to be further developed and refined by further researchers related to the pedagogical competence of teachers with the ability to carry out evaluations using anecdotal records at PAUD institutions, so as to add new knowledge for improving teacher competence.

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AUTHOR CONTRIBUTIONS

FL acts as the main author responsible for the research process, data collection, analysis, and main writing of this article. N acts as a supervisor who provides direction, input, and crucial academic guidance during the research and writing process of this article. EY acts as a discussing lecturer, who provides evaluation, critical feedback, and suggestions to improve the quality of this article.

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