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Analysis of Social Skills of Children Aged 4-6 Years Through Checklist Assessment at Al-Bina Panti Kindergarten

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Abstract

One form of authentic assessment widely used in Early Childhood Education (PAUD) is the checklist assessment. This study aims to describe the social skills of children aged 4-6 years through a checklist assessment at Albina Panti Kindergarten. The study used a descriptive quantitative approach. The research subjects consisted of 10 children aged 4-6 years at Albina Panti Kindergarten. Data collection was carried out through observations using a checklist assessment sheet containing five indicators of social skills, namely playing with friends, sharing, waiting for turns, collaborating, and communicating. Data analysis was carried out using descriptive statistics in the form of average scores, percentages, and child development categories. The results showed that children's social skills were in the Developing According to Expectations (BSH) category with an average achievement of 79.5%. The communication indicator achieved the highest achievement (82.5%), while the waiting-your-turn indicator achieved the lowest achievement (72.5%). The results show that the checklist assessment provides a systematic overview of children's social development, allowing teachers to use it as a basis for designing follow-up learning activities tailored to each child's developmental needs. This research reinforces the importance of using authentic assessment as part of the implementation of the Independent Curriculum in early childhood education (PAUD) units.

INTRODUCTION

Early childhood refers to individuals between the ages of 0–8 years who are experiencing the golden age, a period of rapid growth and development (Fuadia, 2022). During this period, all aspects of development, including religious and moral values, physical motor skills, cognitive skills, language skills, social and emotional skills, and the arts, develop in an integrated manner, requiring appropriate stimulation from both the family and school environment. Providing appropriate stimulation will help children achieve their developmental tasks optimally, while inappropriate stimulation can hinder development in later stages.

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(Pendidikan et al., 2022). One aspect of development that plays a crucial role is social skills. Social skills are a child's ability to build relationships with others, cooperate, share, wait their turn, communicate, respect rules, and adapt to their social environment. These skills do not emerge naturally but develop through ongoing interactions with family, teachers, and peers. Children with good social skills will adapt more easily to the school environment, be able to resolve simple conflicts, and demonstrate prosocial behavior in everyday life (Bandura, 1977). According to Vygotsky's social constructivism theory, child development is influenced by social interactions with the environment (Vygotsky, 1978).

Children learn through experiences with peers and more competent adults, thus developing social skills as they have more opportunities to communicate, collaborate, and solve problems together. Therefore, early childhood education (PAUD) needs to provide ample opportunities for children to participate in group activities, making the social experiences more meaningful.

The development of children's social skills needs to be monitored continuously through assessments tailored to the characteristics of early childhood education (Affandi, 2023). In the Independent Curriculum, assessments are not only used to determine learning outcomes but also serve as part of the learning process, helping teachers understand each child's developmental needs. Assessments are conducted authentically through observations of children's actual play and learning activities, so the information obtained better reflects children's abilities in everyday situations.

One of the most widely used forms of authentic assessment in early childhood education (PAUD) is the checklist assessment. This instrument allows teachers to record children's development based on predetermined indicators through direct observation. The use of checklist assessments is considered practical, systematic, and makes it easier for teachers to monitor each child's development over time (Nurhasanah & Amrela, 2025). Furthermore, checklist assessment results can be used as a basis for developing follow-up learning that better suits the child's developmental needs.

Research by Mastikawati dkk. (2022) shows that authentic assessment in PAUD is implemented through three main instruments: checklist assessment, anecdotal notes, and assessment of work. These three instruments complement each other in providing a comprehensive picture of child development. The study also confirmed that authentic assessment plays a crucial role in improving the quality of learning because assessment results are used as the basis for developing learning activities tailored to student characteristics.

Vebionita Megi Putri and Delfi Eliza (2022) study, "Analysis of Early Childhood Mental and Social Development during the Covid-19 Pandemic," showed that children's opportunities for direct interaction significantly impact their social development. Reduced social interaction during the pandemic hindered children's ability to collaborate, share, and communicate. These findings suggest that a learning environment that provides opportunities for active interaction is a crucial factor in supporting early childhood social development (Salma, 2025).

Furthermore, research by Hartati and Zulminiati(2021), Karta et al. (2022), Tutupary et al. (2023), and Hidayat and Rohita (2023) shows that the implementation of authentic assessment in early childhood education (PAUD) has progressed well. However, most research still focuses on general assessment implementation, teacher competency in conducting assessments, or the development of assessment systems. Research specifically utilizing checklist assessment results as the primary data source to describe the social skills of children aged 4–6 years is still relatively limited.

Based on initial observations at Albina Panti Kindergarten, teachers have

used checklist assessments in daily learning activities. However, the assessment results are mostly used to document children's development and have not been analyzed in depth to describe the achievement of social skills based on each developmental indicator.

In fact, this information can be a basis for teachers in designing more appropriate learning strategies according to the needs of each child. Based on this description, this study aims to describe the social skills of children aged 4–6 years through checklist assessments at Albina Panti Kindergarten. The novelty of this study lies in the use of teacher checklist assessment results as the main data source to map children's social skills based on five indicators of social development. Therefore, the results of this study are expected to contribute to the implementation of authentic assessments in Early Childhood Education.

METODE

This study used a descriptive quantitative approach. This approach was chosen because the study aimed to describe the social skills of children aged 4-6 years based on the results of a checklist assessment conducted by teachers without providing any specific treatment to the research subjects. According to Sugiyono (2022), descriptive research aims to describe a phenomenon or condition based on the data obtained to produce systematic, factual, and accurate information. The study was conducted at Albina Panti Kindergarten, Pasaman Regency, West Sumatra.

The selection of the research location was based on the consideration that the institution had implemented authentic assessment using checklists in daily learning activities in accordance with the assessment principles in the Independent Curriculum. The research subjects consisted of 10 children aged 4-6 years who were registered as students at Albina Panti Kindergarten. The selection of subjects used purposive sampling, which is a sampling technique based on certain considerations. These considerations were that the children actively participated in learning activities during the observation process and had complete assessment data so that it could be analyzed according to the research objectives.

The research object was the social abilities of children aged 4-6 years which were observed through five indicators of social development, namely: (1) playing with friends, (2) sharing, (3) waiting for their turn, (4) working together, and (5) communicating with friends. Data collection was carried out using a checklist assessment sheet compiled based on indicators of early childhood social development referring to Early Childhood Learning Outcomes and Child Development Achievement Level Standards (STPPA). Each indicator was observed during the learning process and then given a development category using four levels of achievement, namely:

Table 1. Checklist Assessment Assessment Categories

Category	Information	Score
BB	Not Yet Developed	1
MB	Starting to Grow	2
BSH	Developing as Expected	3
BSB	Developing Very Well	4

Observations are conducted while children participate in learning and play activities in the classroom. Teachers directly observe children's behavior according to predetermined indicators and then assign scores based on each child's developmental milestones. The checklist assessment was chosen because it provides systematic, practical, and continuous information on children's development. Before use, the

assessment instrument was prepared based on ()̄social development indicators relevant to the characteristics of children aged 4–6 years. The instrument was developed based on the Early Childhood Education Learning Outcomes document, the National Early Childhood Education Standards, and studies on authentic assessment in early childhood education. This was done to ensure that the indicators used were in line with the research objectives and the observed developmental aspects. The data analysis technique used descriptive statistics. The observation data were analyzed using descriptive statistics through the following stages: (1) calculating the score for each indicator for each child, (2) calculating the total score, (3) calculating the average value (mean), and (4) describing the results based on the child's developmental category.

The average value is calculated using the formula:

$$\bar{X} = \sum \frac{X}{N}$$

Information:

- $\bar{X}$ = Average value
- $\sum X$ = Total score
- N = Number of children

Next, the average score is interpreted based on the development categories used in the PAUD assessment.

Table 2. Checklist Assessment Interpretation Categories

Score Range	Category	Information
1,00–1,75	BB	Not Yet Developed
1,76–2,50	MB	Starting to Grow
2,51–3,25	BSH	Developing as Expected
3,26–4,00	BSB	Developing Very Well

These categories refer to developmental scales commonly used in authentic PAUD assessments so that the research results are more in line with the characteristics of child development assessments.

RESULTS AND DISCUSSION

This study aims to describe the social skills of children aged 4–6 years through a checklist assessment at Albina Panti Kindergarten. Data were obtained through observations of ten children using a checklist assessment sheet containing five indicators of social skills, namely playing with friends, sharing, waiting for turns, working together, and communicating. The results of the study are presented in the form of descriptive statistics in the form of scores, percentages, development categories, and descriptions of each observed indicator. The research subjects consisted of ten children aged 4–6 years who actively participated in learning activities at Albina Panti Kindergarten. Based on gender, the research subjects consisted of five boys and five girls.

Table 3. Characteristics of Research Subjects

Characteristics	Amount	Percentage
Man	5	50%
Woman	5	50%
Amount	**10**	**100%**

Based on Table 3, the number of boys and girls is balanced, providing a relatively even picture of social development without any dominance of one gender. Observations indicate that, in general, children's social skills fall within the Developing as Expected (BSH) category. Of the five observed indicators, communication received the highest score, while waiting one's turn received the lowest.

Table 4. Summary of Children's Social Skills

Indicator	Mean	Percentage	Category
Playing with friends	3,20	80,0%	BSH
Share	3,10	77,5%	BSH
Waiting for your turn	2,90	72,5%	BSH
Cooperate	3,10	77,5%	BSH
Communicate	3,30	82,5%	BSB
Rate-rate	3,12	78,0%	BSH

Based on Table 4, the average score for children's social skills was 3.12 or 78.0%, thus falling into the Developing as Expected (BSH) category. These results indicate that children are generally able to display social behavior appropriate to their developmental stage. However, not all indicators have reached the Very Well Developed (BSB) category. The communication indicator achieved the highest average score, at 3.30 (82.5%), thus falling into the BSB category. This indicates that most children are able to express opinions, answer questions, interact with friends, and use polite language in learning activities. Meanwhile, the waiting-your-turn indicator achieved the lowest average score, at 2.90 (72.5%), but is still in the BSH category.

These findings indicate that the ability to control oneself while waiting one's turn still requires consistent practice through group play and routine classroom activities. Overall, the checklist assessment results indicate that the social skills of children aged 4-6 years at Albina Panti Kindergarten have developed as expected. These results also indicate that the checklist assessment is able to provide a systematic overview of children's social development, so that teachers can use it as a basis for designing learning activities that are appropriate to each child's developmental needs. The ability to play together is observed through children's behavior when participating in group games, respecting game rules, sharing roles, and being able to interact positively with peers.

Table 5. Ability to Play with Friends

Category	Number of children	Percentage
BB	0	0%
MB	1	10%
BSH	6	60%
BSB	3	30%
Amount	10	100%

Observation results showed that most children were able to participate in group games well. Six children (60%) were in the Developing According to Expectations category, while three children (30%) had reached the Developing Very Well category. Children in the BSB category were able to take the initiative to invite friends to play, follow the game rules, and complete the game without conflict.

Only one child (10%) was still in the Starting to Develop category because he still needed teacher guidance when playing in a group. These findings indicate that the play activities carried out at Albina Panti Kindergarten have provided opportunities for children to develop their ability to interact and build positive social relationships with peers. The ability to share was observed through children's willingness to lend play equipment, share learning equipment, and provide opportunities for friends to use learning media.

The results showed that the indicator for playing with friends achieved an average score of 3.20 or 80.0%, which is categorized as Developing According to Expectations (BSH). Most children were able to participate in group games, obey the rules, interact positively with friends, and complete joint activities without significant conflict. The ability to play together is an early form of social development because through play activities, children learn to recognize rules, cooperate, control emotions, and solve simple problems.

According to Vygotsky, play activities are the main vehicle for children to develop social skills through interaction with their environment. In group play activities, children learn to understand others' perspectives, develop empathy, and form positive social behaviors. These results align with research by Vebionita Megi Putri and Delfi Eliza (2022), which shows that opportunities to play with peers contribute to the development of children's social skills. Children who have the opportunity to interact actively tend to have better social relationship skills than children who have less experience playing together.

Table 6. Sharing Ability

Category	Number of children	Percentage
BB	0	0%
MB	2	20%
BSH	5	50%
BSB	3	30%
Amount	10	100%

Based on Table 6, it is known that five children (50%) have developed as expected in sharing skills, while three children (30%) have reached the very good development category. Children in the BSB category showed a willingness to share without being asked by the teacher, while two children (20%) in the Beginning to Develop category were still reluctant to lend certain play equipment to their friends. In general, sharing skills have developed well. However, teachers still need to provide habits through group play activities that emphasize the importance of mutual assistance and sharing.

The sharing indicator obtained an average score of 3.10 or 77.5%, including the Developing as Expected (BSH) category. Most children were willing to lend play equipment, share learning media, and give opportunities for friends to use learning equipment alternately. Sharing behavior is a form of prosocial behavior that develops through a process of habituation. According to Bandura, prosocial behavior is formed through observing models in the environment. Teachers who demonstrate behavior of mutual assistance, respect, and sharing will become examples that children imitate in their daily lives.

This finding supports the research results of Karta et al. (2022) explained that learning that implements authentic assessment provides teachers with the opportunity to observe children's prosocial behavior in real-life situations during learning activities. Through checklist assessments, teachers can track the development of each child's sharing skills and design activities that encourage the continued emergence of these behaviors.

Table 7. Ability to Wait One's Turn

Category	Number of children	Percentage
BB	0	0%
MB	3	30%
BSH	5	50%
BSB	2	20%
Amount	10	100%

The results of the study showed that the waiting-for-turn indicator achieved the lowest achievement compared to other indicators. Five children (50%) were in the Developing According to Expectations category, two children (20%) had achieved Very Good Development, while three children (30%) were still in the Starting to Develop category. Children in the Starting to Develop category still tended to want to get the opportunity first and needed teacher guidance to be able to follow the rules of the game orderly.

This finding indicates that the ability to control oneself (self-regulation) still requires consistent habituation through play activities and routine activities in the classroom. The results showed that the waiting-for-turn indicator obtained an average score of 2.90 or 72.5%, so it was in the Developing According to Expectations (BSH) category. However, this indicator scored lowest compared to other social skills indicators. This suggests that some children still require teacher guidance to control personal desires and respect the rights of peers during play and learning activities.

The ability to wait one's turn is closely related to self-regulation, which is a child's ability to control emotions, behavior, and desires to comply with applicable social rules. At the age of 4–6, self-regulation skills are still developing, so children need continuous practice through daily activities. Teachers play a crucial role in setting an example, establishing consistent rules, and providing positive reinforcement when children successfully wait their turn.

These findings align with Vygotsky's theory, which explains that the ability to control behavior develops through social interaction and adult guidance (scaffolding). Children learn to follow rules not through coercion, but because they understand that these rules are necessary to ensure that each group member has equal opportunities. Research by Hartati and Zulminiati (2021) also shows that authentic assessment helps teachers identify developmental aspects that still require stimulation.

In this study, the turn-waiting indicator provided important information for teachers to design activities that foster greater patience, discipline, and self-control, such as taking turns, queuing for handwashing, or group discussion activities. Thus, the results of this study demonstrate that checklist assessments not only reflect children's developmental achievements but also help teachers identify developmental aspects that require further attention in the learning process.

Table 8. Ability to Work Together

Category	Number of children	Percentage
BB	0	0%
MB	2	20%
BSH	5	50%
BSB	3	30%
Amount	10	100%

Most children were able to work together in groups. Five children (50%) were in the Developing According to Expectations category and three children (30%) were in the Developing Very Well category. Children in this category were able to complete group assignments, help friends who were having difficulties, and respect the opinions of others. Two children (20%) still needed teacher motivation to participate more actively in group activities. The results showed that the indicator of working together obtained an average score of 3.10 or 77.5%, included in the Developing According to Expectations (BSH) category. Most children were able to complete group activities, share tasks, help friends, and appreciate the results of collective work. The ability to work together is an important indicator of social development because it reflects a child's ability to interact positively with others in achieving common goals.

According to Vygotsky, learning occurs optimally when children interact with peers through collaborative activities. These interactions provide opportunities for children to share experiences, learn to solve problems, and gradually develop social skills. The results of this study align with research by Karta et al. (2022) which states that the implementation of authentic assessment provides teachers with the opportunity to directly observe children's social skills during the learning process.

Teachers not only assess the final results of activities but also observe the collaborative processes demonstrated by children during group activities. Furthermore, research by Tutupary et al. (2023) explains that teachers' pedagogical competence influences the quality of authentic assessment implementation. Teachers with strong pedagogical skills will more easily observe children's cooperative behavior and use assessment results as a basis for developing subsequent learning. This strengthens the research findings that checklist assessment is an effective instrument for monitoring the development of collaborative skills in early childhood.

Table 9. Ability to Communicate with Friends

Category	Number of children	Percentage
BB	0	0%
MB	1	10%
BSH	5	50%
BSB	4	40%
Amount	10	100%

The communication indicator achieved the highest achievement compared to other indicators. Four children (40%) achieved the Very Good Development category, and five children (50%) achieved the Development According to Expectations category. Children were able to express their opinions, answer teacher questions, discuss with friends, and use polite language in interactions. These results indicate that learning activities that provide opportunities for children to engage in dialogue, storytelling, role-play, and discussion support the development of their social communication skills..

Based on the overall research results, it can be concluded that the social skills of children aged 4-6 years at Albina Panti Kindergarten are in the Developing According to Expectations (BSH) category. The communication indicator shows the highest achievement, while waiting for one's turn is an indicator that still requires reinforcement through habituation. The checklist assessment results are able to provide a systematic overview of each child's development, making it easier for teachers to identify aspects that have developed and those that require further stimulation. The communication indicator obtained an average score of 3.30 or 82.5%, so it is included in the Very Well Developed (BSB) category.

These results indicate that most children were able to express their opinions, answer questions, express their desires, listen to their peers, and use polite language during learning activities. Communication skills are the foundation for developing positive social relationships. Children who can communicate well will more easily express their needs, cooperate, resolve conflicts, and build harmonious relationships with peers and teachers. According to Vygotsky's theory, language is a primary tool in cognitive and social development, so verbal interaction plays a crucial role in helping children understand their social environment.

These results support the research of Vebionita Megi Putri and Delfi Eliza (2022), which states that active social interaction contributes to the development of communication skills in early childhood. Opportunities for discussion, role-playing, and storytelling during learning provide experiences that help children develop the courage to speak and the ability to express their opinions. These research findings also align with Bandura (1977) explanation that children learn to communicate through imitation of the behavior of those around them. Teachers who use polite language, provide opportunities for children to speak, and respect their opinions will serve as positive role models in developing communication skills.

Therefore, the research results indicate that the use of checklist assessments provides significant benefits for teachers in monitoring the social development of early childhood. Through checklist assessments, teachers can obtain information on indicators that have developed well and indicators that still require further stimulation. This information can be used as a basis for designing learning activities that are more appropriate to the developmental needs of each child.

In addition to functioning as an evaluation tool, checklist assessments also support the implementation of authentic assessments in the Independent Curriculum because they are based on observations of children's actual behavior during play and learning activities. Thus, assessment results are used not only to document development but also as material for teacher reflection in improving the quality of learning. The novelty of this research lies in the use of teacher checklist assessment results as the primary data source to describe the social skills of children aged 4-6 years based on five indicators of social development.

Unlike most previous studies that focused on the implementation of authentic assessments or teacher competency in conducting assessments (Muhidin et al., 2025), this study specifically analyzed the results of checklist assessments as a basis for mapping children's social skills. Thus, this study provides an empirical overview of children's social development achievements and demonstrates how assessment results can be used as a basis for developing follow-up learning in early childhood education units. This study has several limitations. First, the number of research subjects was only 10 children, so the results cannot be generalized to a wider population.

Second, the research data was obtained through a single type of instrument, namely a checklist assessment, so it has not been enriched with data from anecdotal notes, interviews, or documentation of children's work. Third, the study was conducted over a limited time, so it only describes the condition of children's social

development during a specific observation period. Nevertheless, this study still provides a systematic overview of early childhood social skills through checklist assessments and can serve as a reference for early childhood teachers in implementing authentic assessments as part of the learning process.

CONCLUSION

This study aims to describe the social skills of children aged 4-6 years through a checklist assessment at Albina Panti Kindergarten. Based on the results of the study, it can be concluded that children's social skills are generally in the Developing According to Expectations (BSH) category with an average score of 3.12 or an achievement percentage of 78.0%. These results indicate that most children have been able to display social behavior appropriate to their developmental stage in daily learning activities.

Of the five indicators observed, the communication indicator achieved the highest achievement with the Very Well Developed (BSB) category. Children have been able to express opinions, answer questions, interact with friends, and use polite language during the learning process. Meanwhile, the indicator waiting for one's turn achieved the lowest achievement although it is still in the Developing According to Expectations (BSH) category. These findings indicate that the ability to control oneself and comply with social rules still requires ongoing practice. The results also indicate that the checklist assessment is an effective authentic assessment instrument for monitoring the social development of early childhood.

Through the checklist assessment, teachers can obtain information about each child's developmental achievements systematically, making it easier to design follow-up learning that is appropriate to each child's needs. This research contributes to the development of authentic assessment practices in Early Childhood Education by demonstrating that the results of the checklist assessment not only function as documentation of child development but also can be used as a basis for decision-making in designing more targeted learning strategies.

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