



2025

PORTFOLIO

Early Childhood Play

Faculty of Education
State University of Surabaya

Surabaya
Jl. Lidah Wetan, Jawa Timur 60213

		Universitas Negeri Surabaya Fakultas Ilmu Pendidikan Program Studi S1 Pendidikan Guru Pendidikan Anak Usia Dini										Kode Dokumen																																																																																			
SEMESTER LEARNING PLAN																																																																																															
Course		KODE	Rumpun MataKuliah		Bobot Kredit			SEMESTER			Tanggal Penyusunan																																																																																				
Bermain Dan Permainan AUD		8620702215	Mata Kuliah Wajib Program Studi		T=2	P=0	ECTS=3.18		2			2 Mei 2023																																																																																			
OTORISASI		Pengembang S.P			Koordinator Rumpun matakuliah			Koordinator Program Studi																																																																																							
		Dhian Gowinda Luh Safitri S.Pd, M.Ed dan Kartika Rinakit Adhe, S.Pd., M.Pd.			Kartika Rinakit Adhe, S.Pd., M.Pd.			Dr. Kartika Rinakit Adhe, S.Pd., M.Pd.																																																																																							
Model Pembelajaran		Project Based Learning																																																																																													
Program Learning Outcomes (PLO)		PLO program Studi yang dibebankan pada matakuliah																																																																																													
		PLO-3		Mengembangkan pemikiran logis, kritis, sistematis, dan kreatif dalam melakukan pekerjaan yang spesifik di bidang keahliannya serta sesuai dengan standar kompetensi kerja bidang yang bersangkutan																																																																																											
		PLO-5		Menguasai kemampuan pedagogis dalam pembelajaran anak usia dini yang dilandasi nilai-nilai budaya bangsa																																																																																											
		PLO-7		Menguasai kurikulum, teori belajar, model pembelajaran dan asesmen anak usia dini dalam pengelolaan penyelenggaraan PAUD.																																																																																											
		Program Objectives (PO)																																																																																													
		PO - 1		Menguasai kemampuan pedagogis dalam pembelajaran anak usia dini																																																																																											
		PO - 2		Menguasai kurikulum, teori belajar, model pembelajaran dan asesmen anak usia dini dalam pengelolaan penyelenggaraan PAUD.																																																																																											
		PO - 3		Merancang desain bermain anak usia dini dalam pengelolaan penyelenggaraan PAUD sesuai jenjang usia.																																																																																											
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PO	PLO-3	PLO-5	PLO-7																																																																																												
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PO-3										✓				✓																																																																																	
Deskripsi Singkat Mata Kuliah		Mata kuliah "Konsep Bermain dan Permainan" dirancang untuk memberikan pemahaman mendalam kepada mahasiswa mengenai pentingnya aktivitas bermain sebagai sarana pembelajaran dan perkembangan holistik anak usia dini. Dalam mata kuliah ini, mahasiswa akan mempelajari secara komprehensif teori, prinsip, dan pendekatan yang mendasari aktivitas bermain dan permainan dalam konteks pendidikan anak usia dini. Pembahasan mencakup pengertian dan karakteristik bermain, perbedaan antara bermain bebas dan bermain terstruktur, serta hubungan antara bermain dan tahapan perkembangan anak dalam aspek kognitif, sosial-emosional, bahasa, dan motorik. Mahasiswa juga akan diajak untuk mengkaji berbagai jenis permainan edukatif, baik permainan tradisional maupun modern, serta bagaimana permainan dapat digunakan untuk mencapai tujuan pembelajaran yang spesifik. Selain memahami teori, mahasiswa akan dilatih untuk mampu merancang, mengembangkan, dan mengevaluasi kegiatan bermain yang sesuai dengan kebutuhan dan karakteristik anak usia dini. Penekanan diberikan pada penyusunan rencana kegiatan bermain yang integratif dan kontekstual, serta penerapan prinsip-prinsip pedagogis yang mendukung tumbuh kembang anak secara optimal. Metode pembelajaran dalam mata kuliah ini meliputi ceramah interaktif, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah (problem-based learning), dan simulasi, yang memungkinkan mahasiswa mengalami proses bermain secara langsung, sekaligus merefleksikan penerapan konsep yang dipelajari ke dalam praktik pendidikan di lapangan.																																																																																													
Pustaka		Utama :																																																																																													

- Hayati, S. N., & Putro, K. Z. (2021). Bermain dan permainan anak usia dini. <i>Generasi Emas: Jurnal Pendidikan Islam Anak Usia Dini</i>, 4(1), 52-64. - Johnson, J. E., Sevimli-Celik, S., Al-Mansour, M. A., Tunçdemir, T. B. A., & Dong, P. I. (2019). Play in early childhood education. In <i>Handbook of research on the education of young children</i> (pp. 165-175). Routledge. - Anggraini, F. G., Ningrum, M. A., Adhe, K. R., & Widayanti, M. D. (2024). Pengaruh Permainan Bisik Berantai dengan Media BATAKA terhadap Kemampuan Komunikasi Lisan pada Anak Kelompok B di TK Aisyiyah Bustanul Athfal 18 Surabaya: The Effect Of A Chain Whisper Game Using BATAKA On Oral Communication Skills In Group B Children At Aisyiyah Bustanul Athfal 18 Surabaya. <i>Indonesian Journal of Early Childhood: Jurnal Dunia Anak Usia Dini</i>, 6(1), 86-99. - Harding, J. (2024). <i>The brain that loves to play: A visual guide to child development, play, and brain growth</i>. Routledge. - Özgen, Z. (2024). <i>Grow with playing: Game-based learning in early childhood education</i>. Nobel Academic Publishing. - Mandelli, A. P. (2024). <i>Toys and play in early childhood education</i>. LAP Lambert Academic Publishing. - Peterson, S. S., & Friedrich, N. (2022). <i>The role of place and play in young children's language and literacy development</i>. University of Toronto Press. - Pramling, N., & Samuelsson, I. P. (Eds.). (2022). <i>Play-responsive teaching in early childhood education</i>. Springer.							
Pendukung :		- Wolfgang, Charles H., <i>School for Young Children Developmentally Appropriate Practices</i>. Needham Height Allyn and Bacon, 1992. - Feeney, Stephanie, et all., <i>Who am I in the Lives of Children</i>. 7 ed., Pearson Education, Inc., 2006. - Yu, M., & Trepanier-Street, M. (2024). Exploring children's play culture and game construction: Role of sociodramatic play in supporting agency. <i>Early Childhood Education Journal</i>, 52(1), 101–115. https://doi.org/10.1007/s10643-023-01621-5 - Wulan, Sri, Laporan Pelaksanaan Pengabdian Masyarakat: Workshop Pemanfaatan Alat dan Bahan Rumah Tangga sebagai Alat Permainan Anak Usia Dini bagi Tutor PAUD di DKI Jakarta, FIP UNJ, 2011. - Wulan, Sri, Laporan Pelaksanaan Pengabdian Masyarakat Pelatihan Membuat Media Belajar PAUD Menggunakan Bahan Daur Ulang Bagi Guru PAUD Di Bantar Gebang, Bekasi, FIP UNJ, 2020. - Suryani, Yuni, Dhieni, N., Wulan, Sri., <i>Development of Kucermat Media for Early Writing Skill Children Aged 5-6 Years</i>, <i>Golden Age: Jurnal Pendidikan Anak Usia Dini</i>, Volume 3 Nomor 2 (Desember 2019) ISSN 2549- 8371 E-ISSN 2580-5843, https://ejournal.unisba.ac.id/in dex.php/golden_age/article/vi ew/5466/3586					
Dosen Pengampu		Dra. Nurhenti Dirlina Simatupang, M.Sn. Dr. Kartika Rinakit Adhe, S.Pd., M.Pd. MUHAMMAD NAUFAL FAIRUZILLAH					
Minggu Ke-	Kemampuan akhir tiap tahapan belajar (Sub-PO)	Penilaian		Bantuk Pembelajaran, Metode Pembelajaran, Penugasan Mahasiswa, [Estimasi Waktu]		Materi Pembelajaran [Pustaka]	Bobot Penilaian (%)
		Indikator	Kriteria & Bentuk	Luring (offline)	Daring (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Tahapan ini memperkenalkan mahasiswa pada urgensi dan definisi bermain dan permainan dalam konteks pendidikan anak usia dini.	- Definisi bermain dan permainan dalam pendidikan anak usia dini - Urgensi bermain dan permainan dalam pendidikan anak usia dini	Kriteria: - Mahasiswa mampu memahami definisi bermain dan permainan dalam pendidikan anak usia dini - Mahasiswa mampu memahami urgensi bermain dan permainan dalam pendidikan anak usia dini Bentuk Penilaian : Aktifitas Partisipasif	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Materi: Urgensi dan definisi bermain dan permainan Pustaka: 1. <i>Brewer, Jo Ann, Introduction to Early Childhood Education_Preschool through Primary School, 4th Press, USA: Pearson Education, Inc., 2007.</i>	2%
2	Mahasiswa akan memahami teori-teori modern dan klasik yang berkaitan dengan bermain dan permainan dalam pendidikan anak usia dini.	Teori modern dan klasik yang berkaitan dengan bermain dan permainan	Kriteria: Mahasiswa mampu memahami teori modern dan klasik yang berkaitan dengan bermain dan permainan Bentuk Penilaian : Aktifitas Partisipasif	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Materi: Pemahaman tentang teori-teori modern dan klasik yang relevan dengan permainan dan pendidikan anak usia dini. Pustaka: 1. <i>Brewer, Jo Ann, Introduction to Early Childhood Education_Preschool through Primary School, 4th Press, USA: Pearson Education, Inc., 2007.</i>	3%
3	Analisis perkembangan sejarah bermain dan permainan dalam anak usia dini.	0 - 100	Kriteria: Mahasiswa mampu memahami perkembangan sejarah bermain dan permainan dalam anak usia dini Bentuk Penilaian : Aktifitas Partisipasif	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Materi: Menganalisis perkembangan sejarah bermain dan permainan dalam anak usia dini. Pustaka: 1. <i>Brewer, Jo Ann, Introduction to Early Childhood Education_Preschool through Primary School, 4th Press, USA: Pearson Education, Inc., 2007.</i>	2%

4	Tahapan-tahapan bermain dalam perkembangan anak usia dini.	Pemahaman tahapan-tahapan bermain dalam perkembangan anak usia dini	Kriteria: Mahasiswa mampu memahami tahapan-tahapan bermain dalam perkembangan anak usia dini Bentuk Penilaian : Aktifitas Partisipasif	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Materi: Tahapan-tahapan bermain dalam perkembangan anak usia dibagi menjadi beberapa fase (Infant-toddler). Pustaka: 1. Brewer, Jo Ann, <i>Introduction to Early Childhood Education_Preschool through Primary School</i> , 4th Press, USA: Pearson Education, Inc., 2007.	3%
5	Tahapan-tahapan bermain dalam perkembangan anak usia dini.	Pemahaman tahapan-tahapan bermain dalam perkembangan anak usia dini	Kriteria: Mahasiswa mampu memahami tahapan-tahapan bermain dalam perkembangan anak usia dini Bentuk Penilaian : Penilaian Portofolio	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Materi: Tahapan-tahapan bermain dalam perkembangan anak usia dibagi menjadi beberapa fase (Preschool-Kindergarten). Pustaka: 1. Brewer, Jo Ann, <i>Introduction to Early Childhood Education_Preschool through Primary School</i> , 4th Press, USA: Pearson Education, Inc., 2007.	5%
6	Mahasiswa mampu memahami Structured Play VS Unstructured Play (Bermain terstruktur Vs Bermain tak tersruktur)	Pemahaman structured play VS unstructured play (bermain terstruktur VS bermain tidak terstruktur)	Kriteria: Mahasiswa mampu memahami structured play VS unstructured play (bermain terstruktur VS bermain tidak terstruktur) Bentuk Penilaian : Penilaian Portofolio	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Materi: Menganalisis Games with Rules VS Free Play dan Indoor Play VS Outdoor Play Pustaka: Wolfgang, Charles H., <i>School for Young Children Depevelopmentally Appropriate Practices. Needham Height Alyn and Bacon, 1992.</i>	5%
7	Mahasiswa mampu memahami Structured Play VS Unstructured Play (Bermain terstruktur Vs Bermain tak tersruktur)	Pemahaman structured play VS unstructured play (bermain terstruktur VS bermain tidak terstruktur)	Kriteria: Mahasiswa mampu memahami Structured Play VS Unstructured Play (Bermain terstruktur Vs Bermain tak tersruktur) Bentuk Penilaian : Aktifitas Partisipasif	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Materi: Menganalisis komponen Transformative Play dan Play as therapy Pustaka: Wolfgang, Charles H., <i>School for Young Children Depevelopmentally Appropriate Practices. Needham Height Alyn and Bacon, 1992.</i>	10%

8	Menguji pemahaman konsep bermain dan permainan yang telah dipelajari dari materi 1-7	Mengerjakan soal dengan tepat	Kriteria: Mahasiswa mampu mengerjakan soal dengan tepat Bentuk Penilaian : Tes	Tes tertulis/Sumatif 2 X 50	Tes Tulis/Sumatif 2 X 50	Materi: Mampu memahami dasar-dasar bermain dan permainan Pustaka: Johnson, J. E., Sevimli-Celik, S., Al-Mansour, M. A., Tunçdemir, T. B. A., & Dong, P. I. (2019). <i>Play in early childhood education. In Handbook of research on the education of young children</i> (pp. 165-175). Routledge.	15%
9	Analisis tentang type dan jenis kegiatan bermain untuk Anak Usia Dini mencakup permainan aktif dan pasif.	Menganalisa tentang type dan jenis kegiatan bermain untuk Anak Usia Dini mencakup permainan aktif dan pasif.	Kriteria: Mahasiswa mampu menganalisa tentang type dan jenis kegiatan bermain untuk anak usia dini mencakup permainan aktif dan pasif Bentuk Penilaian : Aktifitas Partisipatif	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Materi: Mengenal permainan aktif yang terdiri dari Taktik Play, Fungsional Play, Konstruktif play, Destruktif Play, Kreatifplay, Dramatic play (roleplay) dan Play Games Bermain pasif (receptive play). Pustaka: Wolfgang, Charles H., <i>School for Young Children Develoementally Appropriate Practices. Needham Height Alyn and Bacon, 1992.</i>	2%
10	Model bermain dan alat permainan menurut para ahli.	Pemahaman model bermain dan alat permainan menurut para ahli	Kriteria: Mahasiswa memahami model bermain dan alat permainan menurut para ahli Bentuk Penilaian : Aktifitas Partisipatif	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Materi: Memahami model bermain dan alat permainan menurut para ahli seperti Pestalozi, Frobel dan Montessori. Pustaka: Feeney, Stephanie, et al., <i>Who am I in the Lives of Children. 7 ed., Pearson Education, Inc., 2006.</i>	3%
11	Memahami model bermain dan alat permainan menurut para ahli.	Pemahaman model bermain dan alat permainan menurut para ahli	Kriteria: Mahasiswa mampu memahami model bermain dan alat permainan menurut para ahli Bentuk Penilaian : Penilaian Portofolio	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Materi: Memahami model bermain dan alat permainan menurut para ahli seperti Decroly, Vygotsky dan Hurllock Pustaka: Wolfgang, Charles H., <i>School for Young Children Develoementally Appropriate Practices. Needham Height Alyn and Bacon, 1992.</i>	5%
12	Menganalisis syarat bermain dan permainan.	Analisa syarat bermain dan permainan	Kriteria: Mahasiswa mampu menganalisis syarat bermain dan permainan Bentuk Penilaian : Penilaian Portofolio	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Materi: Menganalisis syarat bermain dan permainan seperti Play space, play time, play fellos, play think dan play roles. Pustaka: Feeney, Stephanie, et al., <i>Who am I in the Lives of Children. 7 ed., Pearson Education, Inc., 2006.</i>	5%

13	Menganalisis karakteristik dan jenis alat permainan edukatif	Analisis karakteristik dan jenis permainan edukatif	Kriteria: Mahasiswa mampu menganalisis karakteristik dan jenis permainan edukatif Bentuk Penilaian : Aktifitas Partisipatif	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Materi: Menganalisis karakteristik dan jenis alat permainan edukatif sesuai dengan jenjang usia dari young infant (0-6 bulan) hingga primary school (6-8 tahun). Pustaka: 1. Brewer, Jo Ann, <i>Introduction to Early Childhood Education_Preschool through Primary School</i> , 4th Press, USA: Pearson Education, Inc., 2007.	5%
14	Memahami definisi, tujuan fungsi, jenis, klasifikasi dan ciri permainan kreatif.	Memahami definisi, tujuan fungsi, jenis, klasifikasi, dan ciri permainan kreatif	Kriteria: Mahasiswa mampu memahami definisi, tujuan fungsi, jenis, klasifikasi, dan ciri permainan kreatif Bentuk Penilaian : Aktifitas Partisipatif	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Materi: Memahami macam-macam permainan kreatif untuk anak usia dini. Pustaka: 1. Brewer, Jo Ann, <i>Introduction to Early Childhood Education_Preschool through Primary School</i> , 4th Press, USA: Pearson Education, Inc., 2007.	10%
15	Menerapkan model-model pembelajaran sentra dalam konteks pembelajaran anak usia dini, termasuk strategi implementasinya.	Penerapan model-model pembelajaran sentra dalam konteks pembelajaran anak usia dini, termasuk strategi implementasinya	Kriteria: Mahasiswa mampu menerapkan model-model pembelajaran sentra dalam konteks pembelajaran anak usia dini, termasuk strategi implementasinya. Bentuk Penilaian : Aktifitas Partisipatif	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Ceramah, studi kasus, pembelajaran kooperatif, pembelajaran berbasis masalah, simulasi. 2 X 50	Materi: Mengenal Learning center dalam sentra, pijakan bermain dan macam-macam sentra bermain. Pustaka: 1. Brewer, Jo Ann, <i>Introduction to Early Childhood Education_Preschool through Primary School</i> , 4th Press, USA: Pearson Education, Inc., 2007.	10%
16	Menguji pemahaman konsep bermain dan permainan yang telah dipelajari dalam mata kuliah bermain dan permainan	Mengerjakan soal dengan tepat	Kriteria: Mahasiswa mampu mengerjakan soal dengan tepat Bentuk Penilaian : Tes	Tes Tertulis/Sumatif 2 X 50	Tes Tertulis/Sumatif 2 X 50	Materi: bahan UAS Pustaka: Hayati, S. N., & Putro, K. Z. (2021). <i>Bermain dan permainan anak usia dini. Generasi Emas: Jurnal Pendidikan Islam Anak Usia Dini</i> , 4(1), 52-64.	15%

Rekap Persentase Evaluasi : Project Based Learning

No	Evaluasi	Persentase
1.	Aktifitas Partisipatif	50%
2.	Penilaian Portofolio	20%
3.	Tes	30%
		100%

Catatan

1. **Capaian Pembelajaran Lulusan Program Studi (PLO - Program Studi)** adalah kemampuan yang dimiliki oleh setiap lulusan Program Studi yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **PLO yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-Program Studi) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **Program Objectives (PO)** adalah kemampuan yang dijabarkan secara spesifik dari PLO yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-PO Mata kuliah (Sub-PO)** adalah kemampuan yang dijabarkan secara spesifik dari PO yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.

6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Bentuk penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-PO yang besarnya proposional dengan tingkat kesulitan pencapaian sub-PO tsb., dan totalnya 100%.
12. TM=Tatap Muka, PT=Penugasan terstruktur, BM=Belajar mandiri.

RPS ini telah divalidasi pada tanggal 21 Mei 2024

Koordinator Program Studi S1
Pendidikan Guru Pendidikan
Anak Usia Dini



Dr. Kartika Rinakit Adhe, S.Pd.,
M.Pd.
NIDN 0015069001

UPM Program Studi S1
Pendidikan Guru Pendidikan
Anak Usia Dini



Dr. Yes Matheos Lasarus
Malaikosa, M.Pd.
NIDN 0811028901





ANNEX

ASSESSMENT RUBRIC

2024

Annex Portfolio Early Childhood Play

Table 1. Final Value Determination

No	Valuation	Weight
1	Performance	30%
2	Project/ Product	60%
3	Exam Paper	10%
Total		100%

Table 2. Learning Outcomes of Graduates of the Early Childhood Education Teacher Education Study Program

PLO	
PL-1	Able to demonstrate religious, national and cultural values, as well as academic ethics in carrying out their duties
PL-2	Demonstrate a resilient, collaborative, adaptive, innovative, inclusive, lifelong learning, and entrepreneurial character
PL-3	Develop logical, critical, systematic, and creative thinking in doing specific work in their field of expertise and in accordance with the work competency standards of the field in question
PL-4	Develop yourself sustainably and collaborate.
PL-5	Applying pedagogical skills in early childhood learning based on the nation's cultural values
PL-6	Able to make the right decisions based on information and data analysis, and able to provide guidance in choosing various alternative solutions in the implementation of early childhood education.
PL-7	Mastering basic concepts and philosophies, learning theories, curriculum, learning models, and early childhood assessments in the management of the implementation of early childhood education.
PL-8	Mastering developmental stages, healthy living concepts, and parenting techniques to optimize early childhood development
PL-9	Mastering the concept of early childhood art according to the needs of early childhood development.

Table 3. Technical Assessment

Valuation	Assessment Method	Instruments
Attitude	Observation	Rubric for process and outcome assessment
General Skills	Observation, Participation	
Special Skills		
Mastery of Knowledge	Demonstrations, Written Tests	

Table 4. Paper Scoring and Presentation Rubric

No	Assessment aspects	Assessment criteria	Weight	Grades (1-10)
1	Material	1. Completeness and depth of material	20	
		2. Presentation of clear, systematic, structured analysis	20	
		3. Sufficient references and up to date	5	
2	Presentation ability	1. Clarity of presentation material delivery	15	
		2. Verbal communication skills	5	
		3. Time management	5	
3	Ability to answer questions	1. Accuracy of answers	15	
		2. Material mastery	15	

Table 5. Group Member Participation Scoring Rubric

Criterion	Score 85-100 (Excellent)	Score 70-84 (Good)	Score 55-69 (Enough)	Score 0-54 (Less)
Content Material	The material is highly relevant, in-depth, theme appropriate, and innovative	The material is relevant, in-depth enough and in accordance with the theme	The material is not in-depth, there are parts that are not in accordance with the theme	Material is irrelevant or inappropriate to the theme
Presentation Structure	Systematic presentation flow: opening, filling, and closing are clear	The flow is quite systematic but the transitions between sections are not smooth	Flow is a bit confusing, transitions are weak	No clear structure, confusing
Use of Media/Visuals	The media is very interesting, informative, and supports the content of the presentation	The media is quite interesting and supports the content	Media is less or supportive confusing	Not using media or not compliant
Mastery of Material	Highly proficient in the material, answering all questions appropriately	Mastering the material, most questions are answered well	Lack of mastery of the material, some answers are not right	Not mastering the material, not being able to answer questions
Presentation Delivery	Clear, fluent, expressive, and confident speaking style	Quite clear and smooth, there is little doubt	Less fluent and sounds doubtful	Unclear, lack of confidence, lots of mistakes
Teamwork (if in a group)	All members contribute actively and evenly	Most members contribute	Only a small fraction are active	Only one person is dominant, the other passive

Table 6. Student Attitude Assessment Rubric

Criterion	Score 85-100 (Excellent)	Score 70-84 (Good)	Score 55-70 (Enough)	Score 0-54 (Less)
Responsibility	Always completes tasks on time and follows instructions thoroughly	Completes tasks with slight delays.	Frequently late or instructions not followed.	Fails to complete tasks.
Independence	Highly independent in learning and completing tasks without relying on others.	Generally independent, occasionally needs guidance.	Often depends on others to complete assignments.	Unable to complete tasks without assistance.
Academic Honesty	Shows full integrity; no cheating or plagiarism in assignments/exams.	Generally honest, with occasional unintentional mistakes.	Some signs of minor plagiarism or small ethical lapses.	Proven academic dishonesty (e.g., plagiarism, cheating).
Academic Ethics & Discipline	Always polite, respectful, and follows classroom rules and academic norms.	Usually polite and disciplined with occasional lapses.	Sometimes inappropriate or undisciplined behavior.	Frequently disrespectful or disruptive.

Table 6. Demonstration Assessment Rubric

Criterion	Score 85-100 (Excellent)	Score 70-84 (Good)	Score 55-70 (Enough)	Score 0-54 (Less)
Game Explanation	Clearly and confidently explains rules, roles, and objectives.	Explains rules and objectives with minor clarity issues.	Gives a basic explanation ; some important elements missing.	Unable to explain the rules or confuses key instructions.
Demonstration Accuracy	Follows game procedure precisely and consistently.	Demonstration mostly correct with minor errors.	Some steps are inaccurate or confusing.	Misrepresents or skips several key steps of the game.
Academic Honesty	Shows full integrity; no cheating or plagiarism in assignments/exams.	Generally honest, with occasional unintentional mistakes.	Some signs of minor plagiarism or small ethical lapses.	Proven academic dishonesty (e.g., plagiarism, cheating).
Cultural Context Delivery	Explains the cultural relevance or educational value of the game (e.g., motor skills, tradition).	Mentions some cultural or developmental benefits.	Very brief mention of value or only lists benefits.	No mention of cultural or learning relevance.



ANNEX

COURSE ACTIVITIES RECORDS

2024



KEMENTERIAN PENDIDIKAN TINGGI, SAINS,
DAN TEKNOLOGI

UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213

Telepon : +6231-99424932

Faksimile :+6231-99424932

e-mail : bakpk@unesa.ac.id

PRESENSI KULIAH

Periode 2024/2025 Genap

Mata Kuliah : Bermain Anak Usia Dini

Dosen : Dr. Kartika Rinakit Adhe, S.Pd., M.Pd.

Kelas : 2024E

Prodi : S1 Pendidikan Guru Pendidikan Anak Usia Dini

No	NIM	Nama Mahasiswa	Pertemuan Ke																%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
			05 Feb 25	12 Feb 25	19 Feb 25	26 Feb 25	05 Mar 25	12 Mar 25	19 Mar 25	26 Mar 25	02 Apr 25	09 Apr 25	16 Apr 25	23 Apr 25	30 Apr 25	07 May 25	14 May 25		
1.	24010684003	NOVIAOLIN NURUL MAT AFIAQH	A	H	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %	
2.	24010684007	SALMA NIHAYATUS SA'ADAH	A	H	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %	
3.	24010684027	NATASYA PUSPITASARI	H	H	H	A	H	H	H	H	H	H	H	H	H	H		87.5 %	
4.	24010684030	ELVINA RIZMA ANDITA	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
5.	24010684058	ULFATUL LATIFAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
6.	24010684062	CAHAYA LAYLA AINI	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
7.	24010684068	SYAHARANI SETIANINGRUM	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
8.	24010684074	DZURROTUL JANNAH	A	H	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %	
9.	24010684075	DAVIRA AZIZATUR ROHMAH	A	H	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %	
10.	24010684078	NUR ABIDATUR ROHMAH	A	H	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %	
11.	24010684080	FINA SILVIANA	A	H	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %	
12.	24010684098	NABILA MAULINA RENANDI	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
13.	24010684108	ALYA NAJMAH FIRDAUS	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
14.	24010684140	HABIBAH AMINATUS SA'DYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
15.	24010684149	NATASYA VIONA AGNOVELLA	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
16.	24010684152	NOVI FAUZIA RAHMADINA	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
17.	24010684155	DIRGA AYU AGUSTIRA	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
18.	24010684156	SAFNA SAFIRA LINNAJAH	H	H	H	H	H	H	H	H	S	H	H	H	H	H		93.8 %	
19.	24010684159	SHOVELLA SALSABELAH RAHMADANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
20.	24010684162	VALDIS ENDI AMALLIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
21.	24010684172	MELDA KARISMA AFRILIYA	H	A	H	H	A	H	H	H	H	H	A	A	H	H		68.8 %	
22.	24010684177	BELVALINA CHELSEA FITRI SULISTYO	A	H	H	H	H	H		H	H	H	H	H	H	H		87.5 %	
23.	24010684180	AMANDA REZA SAPUTRO	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
24.	24010684182	NELTA WAITA YUNISHTARA	A	H	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %	
25.	24010684183	EVINA KAMALIA VELLISA	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
26.	24010684185	UZLIFATUR ROHMAH	H	A	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %	
27.	24010684190	FITRI LINDA KUSUMA	A	H	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %	
28.	24010684192	DIKA AYU ANGGRAINI	A	A	H	H	H	H	H	H	H	H	H	H	H	H		81.3 %	
29.	24010684193	ALYSHA RAMADHANI	A	H	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %	
30.	24010684219	DWI SHINTA FEBRIYANTI	A	S	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %	
31.	24010684220	DIANA APRILIANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
32.	24010684221	HELVY DWI SEPTIA	H	H	H	A	H	H	H	H	H	H	H	H	H	H		87.5 %	
33.	24010684225	EVI SUCI NOVITASARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
34.	24010684227	AURANAZALA BILQIS FINALIA	H	H	H	H	H	H	H	H	H	H	H	H	I	H		93.8 %	
35.	24010684229	CITRA NASYWA NATHANEILA	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %	
36.	24010684230	NABILAH TSANI SAHARINI	H	A	H	H	H	H	H	H	H	H	A	H	I	H		81.3 %	
Tanda Tangan Dosen / Asisten																			



ANNEX

COURSE ACTIVITIES RECORDS

2024

		Surabaya State University Faculty of Education Teacher Education in Early Childhood Education Study Program					Document Code	
SEMESTER LEARNING PLAN								
COURSE (MK)		CODE	MK family		WEIGHT (credits)		SEMESTER	Date of Preparation
Play and Games in Early Childhood Education		8620703013			T=3	P=0	ECTS=4.77	5 July 22, 2022
Brief description of the course		The concept of this course is for students to understand, understand, the nature of play, the purpose and benefits of play, the types of play, the stages of playing AUD and students can design, create, analyze how the steps of implementing play activities are appropriate and appropriate to the characteristics of children. After attending this course, students are expected to be able to design, create and analyze how the steps of play are applied. The methods applied in this course are lectures, questions and answers, discussions, demonstrations and assignments. Lectures are carried out with a system of presentation, discussion, project assignments, and reflection.						
Mg to	Sub CPMK	Indicators & Evaluation Criteria	Learning Forms	Learning Methods	Learning Materials [Library]	Weight (%)	Offline	
1	Knowledge of the concept of play Classical and modern theories of play, Definition of play	Students understand the concept of play	Readings,	Discussions, Assignments	Dockett, S. and Fleer, M. 2000. Play and Pedagogy in Early Childhood: Bending the Rules. Sydney: Harcourt	2%	Yes	
2	Understanding play characteristics - Types of Play - Application of theory in play	Active participation and understanding of the material	Readings,	Discussions, Assignments	Dockett, S. and Fleer, M. 2000. Play and Pedagogy in Early Childhood: Bending the Rules. Sydney: Harcourt	5%	Yes	

3	Analyze play and games in each aspect of child development -Play and cognitive development -Play and physical motoric development -Play and language	Presentation & discussion of early Childhood education management concepts	Talks, Discussions, Portfolios	Dockett, S. and Fleer, M. 2000. Play and Pedagogy in Early Childhood: Bending the Rules. Sydney: Harcourt	3%	Yes
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	games -Play and social development - Play and emotional development -Play and moral development -Play and creative development					
4	Analyze play and games in each aspect of child development -Play and cognitive development -Play and physical motoric development -Play and language games -Play and social development - Play and emotional development -Play and moral development -Play and creative development	Presentation & discussion of early Childhood education management concepts	Talks, Discussions, Portfolios	Dockett, S. and Fleer, M. 2000. Play and Pedagogy in Early Childhood: Bending the Rules. Sydney: Harcourt	7%	Yes

5	Analyze the concept of play development	Students analyze the concept of play development	Talks, Discussions, Portfolios	Dockett, S. and Fleer, M. 2000. Play and Pedagogy in Early Childhood: Bending the Rules. Sydney: Harcourt	5%	Yes
6	Understanding individual differences in play - Gender factors - Environmental factors	Students understand individual differences in play	Readings, Discussions, Assignments	Essa, E.L. 2003. Introduction to Early Childhood Education.	5%	Yes

	- Cultural factor			Canada: Thomson Delmar Learning Inc		
7	1. Analysis of children's play environment 2. Environmental analysis indoor and outdoor play	Discuss about children's play environment, environmental analysis indoor and outdoor play	Talks, Discussions, Portfolios	Essa, E.L. 2003. Introduction to Early Childhood Education. Canada: Thomson Delmar Learning Inc	3%	Yes
8	Understand the concept of playground equipment	Discuss understand the concept of playground equipment	Readings, Discussions, Assignments	Essa, E.L. 2003. Introduction to Early Childhood Education. Canada: Thomson Delmar Learning Inc	7%	Yes

9	Mid-Semester Exam (UTS)	Ability to solve written UTS questions	Test	Essa, E.L. 2003. Introduction to Early Childhood Education. Canada: Thomson Delmar Learning Inc	15%	Yes
10	1. Analyzing game tools 2. Types of Play using tools 3. Types of play without using tools	Discuss game tools	Talks, Discussions, Portfolios	Essa, E.L. 2003. Introduction to Early Childhood Education. Canada: Thomson Delmar Learning Inc	5%	Yes

11	-Practice of modified traditional games for child -Play traditional	analyze practice of modified traditional games for child	Talks, Discussions, Portfolios	Essa, E.L. 2003. Introduction to Early Childhood Education. Canada: Thomson Delmar Learning Inc	5%	Yes
12	- identification of traditional game tools - Identify the basic needs of children's play equipment needed at each age stage. -tool identification traditional games	Discuss traditional game tools, identify the basic needs of children's play equipment	Readings, Discussions, Assignments	Harding,J. and Meldon-Smith, L.2002.Play in Early Childhood: FromBirthto SixYears. NewYork: Routledge	5%	Yes

13	Teacher involvement in play	Students know the concept of teacher engagement in play	Talks, Discussions,	Harding,J. and Meldon-Smith, L.2002.Play in Early Childhood: FromBirthto SixYears. NewYork: Routledge	3%	Yes
14	Understand the meaning of play in shaping children's attitudes and character	Discuss the meaning of play in shaping children's attitudes and character	Readings, Discussions, Assignments	Harding,J. and Meldon-Smith, L.2002.Play in Early Childhood: FromBirthto SixYears. NewYork: Routledge	5%	Yes
15	-Identification of play	Identify of play therapy	Talks, Discussions,	Harding,J.	10%	Yes

	therapy for AUD - Application of play therapy for children	for AUD	Portfolios	and Meldon-Smith, L.2002.Play in Early Childhood: FromBirthto SixYears. NewYork: Routledge		
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16	Final Semester Exam (UAS) – Project Result Report	Ability to compile and deliver paper reports	Test	Harding,J. and Meldon-Smith, L.2002.Play in Early Childhood: FromBirthto SixYears. NewYork: Routledge	15%	Yes
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ANNEX

EXAM PAPER

2024



**MINISTRY OF EDUCATION, CULTURE RESEARCH AND
TECHNOLOGY
SURABAYA STATE UNIVERSITY
FACULTY OF EDUCATION SCIENCE
TEECE DEPARTMENT**

Campus Lidah Wetan Surabaya 60213 Phone: 031-7532160 Fax. 031-7532112
Website: <http://fip.unesa.ac.id>

Final Exam Questions on Playing and Games

1. Analyze how symbolic play and games with rules contribute to the emotional and social development of young children. Give examples of how teachers can facilitate these types of play in a culturally responsive classroom context? (Score 20)
2. Some parents think that play-based learning is a waste of time and prefer traditional academic instruction for their 4-year-old children. As a professional, how do you as a prospective educator respond to this? (Score 20)
3. At Cahaya Mentari Kindergarten, Mrs. Reina arranges her class in a very structured way, all children must follow the activity center rotation at the same time and do activities with the same steps. Meanwhile, at Merah Senja Kindergarten, Mrs. Bia gives children the freedom to choose the activity center and the length of time they spend in each area. As a prospective educator, compare the approaches of the two teachers from a DAP perspective. (Score 30)
4. Imagine that you are the owner of a kindergarten with a DAP-based curriculum. As a prospective educator, you are asked to design a daily activity flow (daily schedule) that is in accordance with the development of a 4-year-old child based on the principles of development, so make a daily schedule from when the child arrives until he goes home. (Score 30)



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Campus Lidah Wetan Surabaya 60213 Phone: 031-7532160 Fax: 031-7532112
Website: <http://fip.unesa.ac.id>

**Student Worksheet Final Exam Questions on Playing
and Games**

Course	Playing and Games	Score
Fasilities grade	2024 A-G	
Name/NIM	Arimbie Mayang Sari rahardjo/24010684013	
1. Symbolic play, also known as pretend play or imaginative play, involves children using objects or actions to represent something else. This type of play is crucial for young children's development because it allows them to: -Process Emotions: Children can act out real-life situations, anxieties, or fears in a safe, controlled environment. For example, a child pretending to be a doctor giving a doll a shot might be processing their own experience at the doctor's office, reducing fear and understanding the situation from a different perspective. This helps them understand and regulate their emotions. -Develop Empathy: By taking on different roles (e.g., parent, baby, pet, superhero), children step into another's shoes, experiencing situations from various viewpoints. This fosters an understanding of others' feelings and perspectives, laying the groundwork for empathy.		15
2. As a prospective educator, I understand and respect parents' concerns about their child's academic future. It's natural for parents to want the best for their children, and sometimes the idea of "play" can seem frivolous compared to "serious" learning. My response would be to educate and reassure them by highlighting the robust research and benefits of play-based learning, emphasizing its long-term academic and holistic advantages. Here's how I would articulate my response: "Thank you for sharing your perspective, and I completely understand why you might feel that way. It's common for parents to want their child to be well-prepared for school, and traditional academic instruction often appears to be the most direct path to that. However, I want to assure you that play-based learning is not a waste of time; it is, in fact, one of the most effective and developmentally appropriate ways for 4-year-olds to learn.		20

3. As a prospective educator, I would analyze the approaches of Mrs. Reina and Mrs. Bia from the perspective of Developmentally Appropriate Practice (DAP), which is guided by three core considerations: age appropriateness, individual appropriateness, and cultural appropriateness. Mrs. Reina's Approach at Cahaya Mentari Kindergarten: -Description: Highly structured, rigid rotation of activity centers, all children doing activities with the same steps and at the same time. Analysis from a DAP Perspective: -Age Appropriateness (Potentially Lacking): While some structure is beneficial for young children, Mrs. Reina's approach is likely not developmentally appropriate for 4-year-olds. Four-year-olds are in a stage where they are developing independence, self-regulation, and intrinsic motivation. Forcing them to follow a rigid schedule and pre-determined steps limits their natural curiosity and ability to explore at their own pace. Their attention spans vary greatly, and a fixed rotation might cut short deep engagement or force engagement when interest wanes.	25
4. As the owner of a kindergarten with a DAP-based curriculum, my daily schedule for 4-year-old children would be flexible, predictable, and responsive to their developmental needs, interests, and energy levels. It would balance active and quiet times, indoor and outdoor play, individual and group activities, and child-initiated with teacher-guided experiences. The principles of development (e.g., children learn best through play, development is sequential but varied, children learn holistically, responsive relationships are key) would underpin every segment.	25
Total	85

85

Total Score: 85

Final Grade: Very good

Evaluator's Feedback:

Your answer show a strong understanding of developmentally appropriate practice (DAP) and the value of play in early childhood education. You effectively explain key concepts such as symbolic play, empathy, and flexible scheduling in a clear, professional tone. Your approach to addressing parental concerns is empathetic and grounded in research-based reasoning.

Student Attitude Assessment Example

Student Name: Arimbie Mayang Sari Rahardjo

NIM: 24010684013

Observation

Period: Weeks 1–8 **Course:** Play and Games in Early Childhood

Aspect	Score	Justification / Observation Notes
Responsibility	89	Always submitted assignments on time and followed all instructions precisely.
Independence	90	Generally completed tasks independently, but occasionally needed prompting during group discussions.
Academic Honesty	90	Demonstrated honesty in all assignments; no issues with plagiarism or misconduct.
Academic Ethics & Discipline	83	Polite and respectful in class, though once entered the classroom late without prior notice.



**MINISTRY OF EDUCATION, CULTURE RESEARCH AND
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Website: <http://fip.unesa.ac.id>

**MIDTERM EXAM QUESTIONS
2024/2025**

Course	:	Play and Games in Early Childhood
Lecturer	:	1. Kartika Rinakit Adhe, S.Pd, M. Pd.
Nature	:	Close Book
Instructions	:	1. Write down your identity completely and clearly! 2. Read all questions carefully! 3. Write your answers on the answer sheet provided
Questions	:	1. Explain how the history of play has influenced the current paradigm of play in early childhood education. Who are the key figures involved in the development of this history? Mention them! 2. Explain why play is considered a vital aspect of early childhood education. Include perspectives from early childhood education experts! 3. Why is it important for early childhood educators to understand the stages of play when designing learning activities? 4. Provide one example of a play activity that combines elements of structured play and unstructured play, and explain how this combination can offer a rich learning experience for children.



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STUDENT WORKSHEET MIDTERM EXAM(UTS)2021/2022			Test Score
Course	:	Play and Games in Early Childhood	
Facilites Grade	:	2024	
Day/Date	:		
Time	:		
Name/NIM	:	Halimatus Sa'diyah/24010684001	
			25
1. The history of play has significantly shaped how play is perceived and integrated into early childhood education today. Historically, play was often seen as a leisure activity without educational value. However, over time, educational theorists and psychologists began to recognize play as essential to a child's development. Key figures who influenced the paradigm of play include: - Friedrich Froebel, the founder of the kindergarten movement, who emphasized play as a fundamental way children learn about the world. - Maria Montessori, who viewed play as purposeful activity and emphasized learning through hands-on experiences in a prepared environment. - Jean Piaget, who identified stages of cognitive development and viewed play as a means for children to construct knowledge. - Lev Vygotsky, who introduced the concept of the Zone of Proximal Development (ZPD) and emphasized the role of sociodramatic play in supporting learning through social interaction. These theorists helped shift the paradigm toward viewing play as a powerful, developmentally appropriate approach to learning in early childhood.			



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2. Play is considered vital in early childhood education because it supports holistic development—cognitive, social, emotional, and physical. Through play, children explore, experiment, and understand their environment. It allows them to develop critical thinking, language skills, creativity, and emotional regulation.

Educational experts highlight the importance of play:

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Name/NIM	:	Arimbie Mayang Sari Rahardjo/24010684013

1. The concept of play in early childhood education has evolved centuries. Initially, play was considered merely recreational. H with the rise of developmental psychology and educational the began to be recognized as a central element in child developm learning.

Key historical figures include:

- Johann Heinrich Pestalozzi, who emphasized hands-on acti the importance of the child's natural curiosity.
- Friedrich Froebel, who introduced "play gifts" and saw pla spiritual and educational process.
- Maria Montessori, who believed in child-led exploration us materials in a carefully prepared environment.
- Jean Piaget, who connected types of play to stages of cogni development.
- Lev Vygotsky, who believed social interaction during play for learning, particularly in pretend play.

These thinkers laid the foundation for today's understanding o meaningful, purposeful activity essential for young children's g

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	2. Play is vital because it reflects how young children naturally learn. Through play, children actively construct knowledge, make sense of their surroundings, and build social relationships. Expert perspectives include: a. Vygotsky stated that play is the main source of development in the preschool years because it fosters imagination, social roles, and language. b. Piaget viewed play as a means through which children practice and reinforce what they've learned at each cognitive stage. c. Howard Gardner believed that multiple intelligences such as musical, bodily-kinesthetic, and interpersonal can be developed through diverse play activities. d. Sue Bredekamp (NAEYC) advocates for intentional teaching that integrates play, as it supports the whole child—emotionally, socially, physically, and intellectually. Play is not separate from learning; it is a powerful form of learning itself.		25
	a. Piaget believed that play helps children assimilate new experiences into their existing cognitive structures. b. Vygotsky emphasized that through play, especially pretend play, children can perform at a higher level than in non-play contexts, which promotes cognitive and social development. c. David Elkind argued that play is not a luxury, but a necessity for children's well-being and learning. d. NAEYC (National Association for the Education of Young Children) also advocates for play-based learning as a cornerstone of developmentally appropriate practice. Therefore, play is not just enjoyable but essential for effective and meaningful early childhood education.		25
	to continue trying.		
3.			25
	Understanding the stages of play helps early childhood educators tailor learning activities to match children's developmental levels. Each stage represents a different way children interact with their environment and peers: a. Unoccupied and solitary play (infants and toddlers), b. Parallel play (toddlers), c. Associative and cooperative play (preschool age and older). By knowing these stages, teachers can: a. Support social development by encouraging interaction at the right time. b. Design activities that scaffold learning based on each child's play abilities. c. Identify developmental delays or challenges in socialization. d. Provide appropriate materials and environments that foster deeper engagement. Ultimately, understanding these stages ensures that play-based learning is both intentional and effective.		



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3. Activity Example: “Build a City” Project a. Structured Element: The teacher gives a goal to build a city using blocks and recycled materials, with certain criteria such as including roads, houses, and a school. b. Unstructured Element: Children choose how to design the city, which roles they want to play (builder, planner, decorator), and how to collaborate with peers. Learning Benefits: a. Encourages creative problem-solving (deciding city layout). b. Fosters social-emotional skills through teamwork and negotiation. c. Builds language skills through planning and role-play. d. Supports math and spatial awareness through measuring and constructing. This combination allows for guided learning within a flexible, childcentered approach offering structure without limiting imagination and autonomy.	
Total Score	100

100

Total Score: 100

Final Grade: excellent

Evaluator's Feedback:

Your answers show a comprehensive understanding of the historical evolution of play in early childhood education, with accurate references to key theorists like Froebel, Montessori, Piaget, and Vygotsky. The explanations are well-structured and connect theoretical insights to practical implications for educators. To strengthen your analysis, you could briefly compare how different theorists view the purpose of play.



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| <p>3. Recognizing the stages of play enables educators to provide experiences that match children's social and cognitive abilities. This alignment promotes deeper engagement and more meaningful learning.
For example:</p> <ul style="list-style-type: none">a. During parallel play, children benefit from activities that allow them to play side by side while observing others. | |
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b. In cooperative play, group projects and dramatic play scenarios help children practice teamwork and problem-solving. c. Understanding when a child is ready for constructive play versus symbolic play allows educators to offer appropriate materials and guidance. Educators who understand these stages can better support each child's development and create inclusive, developmentally appropriate environments.	
4. Activity Example: “Animal Rescue Adventure” a. Structured Play Element: The teacher sets up a scenario where animals (toys) are trapped and need to be rescued using specific tools (ropes, blocks, maps). b. Unstructured Play Element: Children decide how to rescue the animals, assign roles (e.g., rescuer, doctor, pilot), and invent dialogue and strategies. Benefits: a. Stimulates imaginative thinking and narrative skills. b. Encourages teamwork and leadership. c. Develops motor skills through movement and construction. d. Offers emotional learning, such as empathy and care for others. This kind of blended play empowers children to learn through exploration while also meeting learning goals through gentle structure.	25
Total Score	100
100	

Total Score: 100

Final Grade: Excellent

Evaluator's Feedback:

Your response demonstrates an excellent grasp of both theoretical and practical aspects of play in early childhood education. You effectively integrate insights from major educational theorists with clear, relevant examples of play activities. The structure, depth of explanation, and clarity of language make your answer outstanding and highly reflective of professional-level understanding. Keep up the great work!



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Course	:	Play and Games in Early Childhood	
Facilites Grade	:	2024	
Day/Date	:		
Time	:		
Name/NIM	:	Nuruz Zahro An Nafiisa/24010684100	
1. The history of play reveals how educational beliefs have changed over time. In the past, play was viewed as entertainment, but now it is recognized as essential to learning and development. This change is due to contributions from major theorists: a. Froebel introduced play as the foundation of kindergarten, emphasizing creativity and discovery. b. Montessori saw play as purposeful work and promoted independence through hands-on activities. c. Piaget believed children learn through exploration and that play reflects their cognitive stage. d. Vygotsky highlighted the social aspects of play and its role in language and higher thinking. Their theories shifted the view of play from optional to essential in early childhood education..			25
2. Play is vital because it is how children naturally engage with the world. Through play, they express thoughts, solve problems, and build social skills. Experts agree: a. Piaget emphasized that play allows children to practice what they've learned. b. Vygotsky believed play helps children think beyond their current abilities with the help of peers and adults. c. Elkind said play reduces stress and supports brain development. d. NAEYC considers play a core method of delivering developmentally appropriate learning. Play isn't separate from learning—it's how young children learn best.			25

3. Educators need to understand the stages of play—such as solitary, parallel, associative, and cooperative play—because each stage reflects different developmental needs. When educators recognize which stage a child is in, they can: - Choose appropriate materials and peer groupings, - Support language and social development more effectively, - Avoid pushing children into play that is too complex or too simple. This knowledge ensures that play-based activities are both meaningful and developmentally appropriate.	25
4. Example: “Create Your Own Restaurant” - Structured Play: The teacher provides menus, play money, and kitchen tools, and explains the idea of running a restaurant. - Unstructured Play: Children decide on the food, who will be chef, waiter, or customer, and invent their own scenarios. Learning Outcomes: - Enhances language and social interaction through role-play. - Builds math skills with pretend buying/selling. - Develops problem-solving as children manage conflicts and plan their tasks. This mixed approach combines guidance with freedom, promoting both creativity and skill development.	
Total Score	100

100

Total Score: 100

Final Grade: Excellent

Evaluator's Feedback:

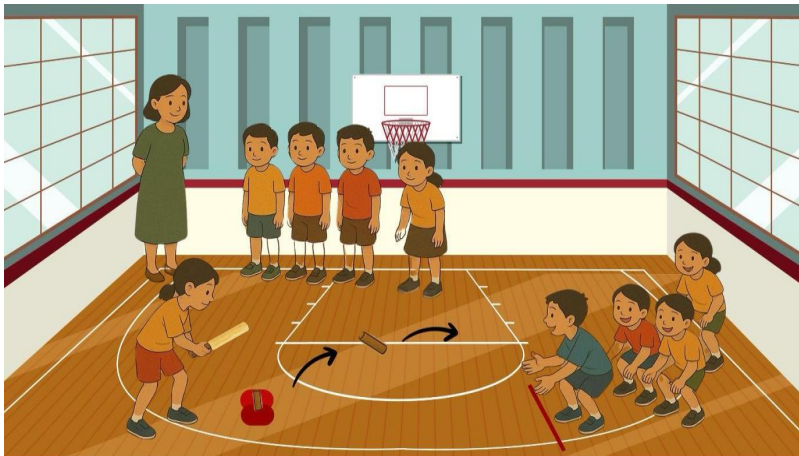
Your answer is exceptional, thorough, insightful, and well-supported by relevant theories and practical applications. You successfully connect foundational concepts with real-world teaching strategies, showing a deep understanding of the role of play in early childhood development. The clarity, coherence, and critical thinking evident in your writing reflect a high level of academic and professional competence.



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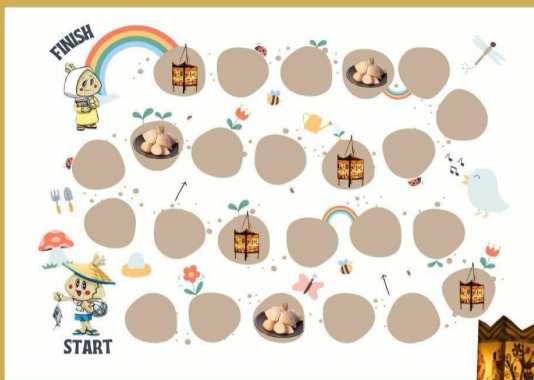
AFRIZKA NUR AULIA
24010684114
"GALANG" Gatrik berhadiah geLANG

1. TERDAPAT 2 TIM, TIM PEMUKUL DAN TIM PENANGKAP.
2. SETIAP ANGGOTA MEMILIKI KESEMPATAN MEMUKUL KAYU 2 KALI.
3. JIKA KAYU DILEMPAR DAN TIM PENANGKAP BERHASIL MENANGKAP MAKA AKAN ADA PERGANTIAN PERAN TIM. JIKA GAGAL MENANGKAP MAKA AKAN DIHITUNG JARAK KAYU TERJATUH KE 2 KOTAK PENYANGGAH DAN JARAK TERSEBUT ADALAH POIN BAGI TIM PEMUKUL.
4. PEMENANGNYA ADALAH TIM YANG MEMILIKI NILAI PALING TINGGI.
5. UNTUK TIM YANG KALAH, HUKUMAN YANG AKAN MEREKA DAPAT ADALAH MEMBUAT HADIAH (MERONCE GELANG) UNTUK TIM PEMENANG.

- KAYU KECIL, DILEMPAR KE LUAR GARIS MENGGUNAKAN KAYU PANJANG. JIKA TERTANGKAP TIM PENANGKAP, MAKA TIM AKAN BERTUKAR PERAN.
- 2 BALOK KOTAK UNTUK MENYANGGAH KAYU KECIL SEBELUM DIPUKUL KE UDARA.
- KAYU PANJANG, SEBAGAI ALAT PEMUKUL KAYU KECIL YANG AKAN DILEMPAR KE LUAR BATAS GARIS
- BATAS GARIS, TIM PENANGKAP TIDAK BOLEH MASUK KEDALAM GARIS. JIKA KAYU DILEMPAR SEBELUM BATAS GARIS, MAKA PEMUKUL AKAN DIGANTI DENGAN ANGGOTA LAINNYA.



AISAH NUR HIDAYAH



Total Score: 85
Final Grade: Very good

Evaluator's Feedback:

You demonstrated a confident and clear explanation of the traditional game "Gatrik Galang," effectively covering roles, tools, and procedures. Your demonstration was accurate and easy to follow, showing good preparation and coordination. Although the cultural roots of the game were mentioned, the explanation would be stronger if you linked it more explicitly to child development outcomes.

Demonstration Assessment Result

Student Name: Afrizka Nur Aulia

NIM: 24010684114

Activity: Traditional Game – Gatrik “Galang” Berhadiah Gelang

Assessment Aspect	Score	Observation Notes
Game Explanation	4	Afrizka clearly and confidently explained all parts of the game including roles, tools, and procedures.
Demonstration Accuracy	4	The game was demonstrated exactly as described in the instruction card; students followed smoothly.
Role Management	3	Roles were assigned, though one participant seemed confused at the beginning before being
Cultural Context Delivery	3	Mentioned the game’s traditional roots and its fun value, but did not fully link to developmental goals.