



UNESA
Universitas Negeri Surabaya

2025

PORTOFOLIO

Children's Education in the Family

Faculty of Education
State University of Surabaya



Surabaya
Jl. Lidah Wetan, Jawa Timur 60213



Children's Education in the Family

Undergraduate Program of Teacher Education
Early Childhood Education
Faculty of Education
State University of Surabaya

State University of Surabaya
2024



**Universitas Negeri Surabaya
Faculty of Education,
Bachelor's Degree Program in Early Childhood Education Teacher
Education**

**Document
Code**

8	Understanding Sex Education in the Family	Students can get sexual education from an early age, how to convey it, and the importance of openness in the family.	Criteria: 1.3 = Students are able to answer and understand the lecturer's questions very well. 2.2 = Students are able to answer and understand the lecturer's questions well. 3.1 = Students do not answer and understand the questions well Assessment Form : Participatory Activities, Tests	Collaborative, Humanistic 2 X 50	Collaborative, Humanistic 2x50	Material: Childcare in Indonesia Bibliography: <i>Benokraitis, Nijole V. 2011. Marriages & Families . New York: Pearson.</i>	20%
9	Understanding the material from meetings 1 to 8	Students understand the material from meetings 1 to 8	Criteria: 1.3 = Students are able to answer and understand written test questions completely and analyze them. 2.2 = Students are able to answer and understand written test questions quite completely and analyze them. 3.1 = Student answers and understands written test questions, but incompletely and not analyzed. Assessment Form : Participatory Activities, Tests	Written Exam 2 X 50	Written Exam 2x50	Material: Summary of material 1-7 Bibliography: <i>Lestari, Sri. 2012. Family Psychology: Instilling Values and Handling Conflict in the Family First Edition. Jakarta: Prenada Media Group.</i>	3%
10	Analyzing Multicultural Parenting Models	Students can analyze parenting models and parenting approaches in families with different cultural backgrounds.	Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well. 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students do not listen to the lecturer's explanation properly Assessment Form : Participatory Activity	Collaborative, humanistic and Group Discussion 2 X 50	Collaborative, humanistic and Group Discussion 2x50	Topic: Parenting Abroad References: <i>Hernandez, Hilda. 1989. Multicultural Education: A Teacher Guide to Linking Context, Process, and Content. New Jersey & Ohio: Practice Hall.</i>	3%

4	Understanding Kinds and Types of Families	Students can explain the types and kinds of families.	Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well. 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students do not listen to the lecturer's explanation properly Assessment Form : Participatory Activity	Humanistic and Discussion 2 X 50	Humanistic and Discussion 2x50	Material: Types of families Bibliography: <i>Mahfud, Choirul. 2013. Multicultural Education. Yogyakarta: Pustaka Pelajar.</i>	2%
5	Understanding the Role of Father and Mother in the Family	Students can explain the responsibilities and contributions of fathers and mothers in child development and family life.	Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well. 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students do not listen to the lecturer's explanation properly Assessment Form : Portfolio Assessment	Scientific and Lecture 2 X 50	Scientific and Lecture 2x50	Material: Communication in the family Bibliography: <i>Brooks, Jane. 2011. The Process of Parenting. Yogyakarta: Pustaka Pelajar.</i>	2%
6	Parenting Patterns in the Family	Students can understand parenting styles (authoritarian, permissive, democratic) and their impact on child development.	Criteria: 1.3 = Students are able to listen and understand the lecturer's explanation very well. 2.2 = Students are able to listen to the lecturer's explanation well 3.1 = Students are unable to listen to the lecturer's explanation properly Assessment Form : Participatory Activities, Portfolio Assessment	Collaborative and Group Discussion 2 X 50	Collaborative and Group Discussion 2x50	Material: Sex education in the family Bibliography: <i>Bunda Rezky. 2010. Be A Smart Parent Creative Ways to Raise Children from Super Nany. Yogyakarta: Galangpress.</i>	3%
7	Understanding Communication and Conflict in the Family	Students are able to understand effective communication strategies and conflict resolution in the family.	Criteria: 1.3 = Students are able to answer and understand the lecturer's questions very well. 2.2 = Students are able to answer and understand the lecturer's questions well. 3.1 = Students do not answer and understand the questions well Assessment Form : Participatory Activity	Collaborative, Humanistic and Group Discussion 2 X 50	Collaborative, Humanistic and Group Discussion 2x50	Material: Childcare in Indonesia Bibliography: <i>Mahfud, Choirul. 2013. Multicultural Education. Yogyakarta: Pustaka Pelajar.</i>	3%

15	Understanding parenting programs (parental involvement with PAUD institutions)	Students can understand the parenting program (parental involvement with PAUD institutions)	Criteria: 1.3 = Students are able to plan and create work very well. 2.2 = Students are able to plan and produce good work. 3.1 = Students do not plan and create their work well Assessment Form : Participatory Activity	Collaborative, humanistic and group discussion 2 X 50	Collaborative, humanistic and group discussion 2x50	Material: Parenting program in PAUD institution Reference: <i>Bunda Rezky. 2010. Be A Smart Parent Creative Ways to Raise Children from Super Nany. Yogyakarta: Galangpress.</i>	10%
16	Understanding the material from meetings 10 to 15	Students understand the material from meetings 10 to 15	Criteria: 1.3 = Students are able to answer and understand written test questions completely and analyze them. 2.2 = Students are able to answer and understand written test questions quite completely and analyze them. 3.1 = Student answers and understands written test questions, but incompletely and not analyzed. Assessment Form : Test	Scientific and mini research 2 X 50		Material: Summary of the overall material Bibliography: <i>Ningrum, Mallevi Agustin. 2017. Problems and Guidance of AUD. Surabaya: Unesa University Press.</i>	30%

Recap of Evaluation Percentage: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	51%
2.	Portfolio Assessment	7.5%
3.	Test	41.5%
		100%

Notes

- Study Program Graduate Learning Outcomes (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program which are obtained through the learning process.
- The PLO assigned to a course** is a number of learning achievements of study program graduates (CPL-Study Program) which are used to form/develop a course consisting of aspects of attitude, general skills, specific skills and knowledge.
- Program Objectives (PO)** are the abilities that are specifically described in the PLO that are assigned to a course, and are specific to the study material or learning material of that course.
- Sub-PO Course subjects (Sub-PO)** are abilities that are specifically described from PO that can be measured or observed and are the final abilities planned at each stage of learning, and are specific to the learning material of the course.
- Assessment indicators** for student learning process and outcomes are specific and measurable statements that identify student learning outcomes or performance accompanied by evidence.
- Assessment Criteria** are benchmarks used as a measure or benchmark for learning achievement in assessment based on established indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- Forms of assessment:** test and non-test.
- Forms of learning:** Lectures, Responses, Tutorials, Seminars or equivalent, Practicals, Studio Practicals, Workshop Practicals, Field Practicals, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- Learning materials** are details or descriptions of study materials that can be presented in the form of several main and sub-main topics.
- The assessment weight** is the percentage of the assessment of each sub-PO achievement, the amount of which is proportional to the level of difficulty of achieving the sub-PO, and the total is 100%.
- TM=Face to Face, PT=Structured assignment, BM=Independent learning.

This RPS has been validated on May 12, 2024

Coordinator of the S1 Study
Program in Early Childhood
Education Teacher Education



Dr. Kartika Rinakit Adhe, S.Pd.,
M.Pd.
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UPM S1 Study Program Early
Childhood Education Teacher
Education



Dr. Yes Matheos Lasarus
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ANNEX

ASSESSMENT RUBRIC

2024

Annex Portfolio Children's Education in the Family

1. Final Grade Determination

No.	Assessment	Weight
1	Portfolio/Assignment	20%
2	Participation	50%
3	Exam Paper	30%
Total		100%

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

ASPECTS	PLO	PLO CODE	CODE
KNOWLEDGE	Mastering curriculum, learning theory, learning models and early childhood assessment in the management of PAUD implementation.	PLO 1	KN-1
	Mastering developmental stages, healthy living concepts, and parenting techniques to optimize early childhood development	PLO 2	KN-2
	Mastering the concepts of the field of early childhood art according to the needs of early childhood development.	PLO 3	KN-3
SPECIAL COMPETENCIES	Develop curriculum in PAUD units based on the nation's cultural values.	PLO 4	SC-1
	Mastering pedagogical skills in early childhood learning	PLO 5	SC-2
	Able to make appropriate decisions based on information and data analysis, and able to provide guidance in choosing various alternative solutions in organizing early childhood education.	PLO 6	SC-3
GENERAL COMPETENCIES	Apply logical, critical, creative, and systematic thinking in the context of developing and implementing Science and Technology in the scientific field of early childhood education according to the applicable curriculum based on scientific rules, procedures and ethics.	PLO 7	GC-1
	Have leadership, managerial, and network development skills in organizing holistic and integrative early childhood education.	PLO 8	GC-2
ATTITUDE AND SOCIAL	Responsible for work according to their expertise honestly, independently, and resilient in solving problems in the field of early childhood education by upholding academic ethics.	PLO 9	AT-1

3. Assessment Technique

Assessment	Assessment Method	Instrument
Attitude	Observation	Rubrics for process and outcome assessment
General Skills	Observation, Participation	
Special Skills	Performance, Written Test, and Questionnaire	

4. Paper and Presentation Scoring Rubric

No	Assessment aspect	Assessment criteria	Weight	Value (1-10)
1	Material	1. Completeness and depth of material	20	
		2. Analysis presentation is clear, systematic, structured	20	
		3. References are sufficient and up to date	5	
2	Presentation skills	1. Clarity of delivery of presentation material	15	
		2. Verbal communication skills	5	
		3. Time management	5	
3	Ability to answer questions	1. Accuracy of answer	15	
		2. Material mastery	15	

5. Group Member Participation Scoring Rubric

No	Criteria	Score			
		85-100 (Excellent)	70-84 (Good)	55-69 (Enough)	0-54 (Less)
1	Delivery contribution presentation	Delivering presentation materials in structured and systematic.	Delivering presentation materials less structured and systematic.	Present and not contributing in delivering the material.	Absent and contributing in delivering the presentation.
2	Topic relevance	Presenting the material in Comprehensive, complete and provides more insight into the topic.	Delivering enough material complete and provide insight into the topic.	Delivering material too it is short and does not provide further insight into the topic.	Did not attend the presentation.
3	Expression of ideas	Express opinions and ideas comprehensively and clearly related to the topic.	Opinions and ideas are clearly stated; only occasionally off topic.	Does not express a clear opinion or idea; has nothing to do with the topic discussed.	Did not attend the presentation.
4	Initiative and speed	Shows good initiative responding to all questions raised and motivating members other groups respond.	Respond to most of the questions that arise.	Does not initiate responses to questions that arise; answers when prompted.	Did not attend the presentation.
5	Contribution Answering questions	Recognizes the needs of the discussion group; often tries to answer questions that arise; presents clearly answers to the questions that arise.	Attempted to answer the questions that arose but the answers were not correct.	Makes no effort to participate in the discussion; appears indifferent.	Absent in group presentations.

6. Participation Scoring Rubric

Criteria	Score	Performance Indicators
Excellent	85-100	<ul style="list-style-type: none"> • Communicates effectively and respects others' opinions. • Always punctual (100% attendance). • Submits all assignments on time (100%). • Consistently contributes actively to group work.

Good	70–84	<ul style="list-style-type: none"> • Communicates effectively and respects others' opinions. • Attendance $\geq 80\%$. • At least 90% of assignments submitted. • Actively participates in group tasks.
Fair	55–69	<ul style="list-style-type: none"> • Communication is somewhat ineffective but still respectful. • Attendance $\geq 75\%$. • At least 75% of assignments submitted (sometimes late). • Consistent participation in group work.
Needs Improvement	0–54	<ul style="list-style-type: none"> • Ineffective communication and does not respect others' opinions. • Attendance $< 75\%$ (frequent absences). • Less than 75% of assignments submitted (often late or missing). • Minimal contribution to group work.



ANNEX

COURSE ACTIVITIES RECORDS



PRESENSI KULIAH

Periode 2024/2025 Genap

Mata Kuliah : Pendidikan Anak Dalam Keluarga

Kelas : 2024A

Prodi : S1 Pendidikan Guru Pendidikan Anak Usia Dini

Dosen : Dhian Gowinda Luh Safitri, S.Pd., M.Ed.



ANNEX

COURSE LOG BOOK

2024



**Universitas Negeri Surabaya
Faculty of Education,
Bachelor's Degree Program in Early Childhood Education Teacher
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**Document
Code**

SEMESTER LEARNING PLAN

Course	CODE	Subject Group	Credit Weight			SEMESTER	Date of Compilation
Children's Education in the Family	8620702080	Compulsory Courses of Study Program	T=2	P=0	ECTS=3.18	3	May 2, 2023
AUTHORIZATION	SP Developer		Subject Group Coordinator			Study Program Coordinator	
	Dhian Gowinda Luh Safitri S.Pd, M.Ed		Melia Dwi Widayanti, S.Pd., M.Pd.			Dr. Kartika Rinakit Adhe, S.Pd., M.Pd.	

Brief Description: This course provides an in-depth understanding of the role of the family in the education and upbringing of children. Through a theoretical approach, functions, roles, types of families in shaping child development, educational models in the family, and a study of parental behavior and attitudes that support and inhibit child growth and development to formulate parenting patterns that are appropriate to the child's needs and determine the steps for implementing them in children. strategies used through lecture methods, case studies, group discussions and problem-based learning.

1	Understanding the essence of family	Collaborative group discussion	The essence of family	Participatory activity	2%
2	Concept of family education from various theories	Lecture & discussion	Meaning of education in family	Participatory activity	2%
3	Concept of marriage & family planning	Scientific discussion	Family values	Participatory activity	2%
4	Types of family	Humanistic discussion	Family types	Participatory activity	2%
5	Roles of father & mother	Lecture & scientific discussion	Communication in family	Portfolio assessment	2%
6	Parenting styles (authoritarian, permissive, democratic)	Group discussion	Sexuality in family	Participatory activity & portfolio	3%
7	Communication & conflict in family	Collaborative discussion	Parenting in Indonesia	Participatory activity	3%
8	Sex education in family	Discussion & test	Sexuality in family	Test and participation	20%
9	Evaluation of weeks 1–8 material	Written exam	Summary of material	Written test	3%
10	Multicultural parenting styles	Collaborative discussion	Cross-cultural parenting	Participatory activity	3%
11	Family financial literacy	Discussion & portfolio	Family financial management	Participatory activity	3%
12	Digital parenting	Group discussion	Technology & parenting	Portfolio	5%
13	Multigenerational family	Lecture & discussion	Dynamics of cross-generation family	Portfolio	5%

14	Parenting programs in early childhood education (PAUD)	Lecture & discussion	Parental involvement	Portfolio	5%
15	Assignment of Case Study	Collaborative discussion	Parental involvement	Portfolio	10%
16	Final Examination	Written test	Summary of material	Written test	20%



ANNEX

Portfolio Assignment

2024

Contexts

Objective:

To critically analyze three academic journals that explore early childhood education in multicultural settings. This assignment will help students understand various research approaches and apply theoretical insights to practical issues in diverse educational contexts.

Instructions:

- **Read the three journal articles provided:**

1. Lastikka, A. L., & Lipponen, L. (2016). Immigrant Parents' Perspectives on Early Childhood Education and Care Practices in the Finnish Multicultural Context. *International Journal of Multicultural Education*, 18(3), 75-94.
2. Anggraeni, N. N., Ustaadza, L. S., & Komalasari, K. (2023). Multicultural Education in Indonesian Diaspora Families (Study Case: Gelin Community). *Educative: Jurnal Ilmiah Pendidikan*, 1(2), 79-86.
3. Murniati, W. Unveiling Multiracial Family Parenting Practices in Early Childhood Education within the Indonesian Context: A Case Study. *Al-Athfal: Jurnal Pendidikan Anak*, 9(1), 71-80.

Answer the following questions for each article:

1. **Purpose:**

What is the main objective or goal of the research? Why was this study conducted?

2. **Method:**

Describe the research methodology used. What kind of study is it (e.g., qualitative, quantitative)? What research design and data collection methods were applied? Include any tools used, such as interviews, questionnaires, or observations.

3. **Respondents:**

Who were the participants in the study? How were they selected? What are their characteristics (e.g., age, background, or cultural context)?

4. **Results:**

What were the key findings of the study? How do these findings contribute to the field of early childhood education in multicultural settings?

5. **Implications:**

What are the practical or theoretical implications of the study's results? How can these results be applied in real-world educational practices, particularly in diverse cultural contexts?

- **Create a Comparison and Reflection:**

Compare the approaches, findings, and implications of the three studies. How do these studies complement or contradict each other? Reflect on how each study contributes to our understanding of multicultural education and parenting in diverse family settings.

Submission Guidelines:

- Submit your analysis as a written report (2–3 pages for each journal).
- Provide clear headings for each section (Purpose, Method, Respondents, Results, etc.).
- Cite the articles properly in your reference list.

Assessment Rubric

Criteria	Excellent (85–100)	Good (70–84)	Fair (55–69)	Needs Improvement (0–54)
1. Depth of analysis and understanding of the topic	Demonstrates deep, insightful understanding; effectively connects ideas and provides comprehensive analysis.	Demonstrates clear understanding; analysis is accurate though not always in-depth.	Shows basic understanding; analysis is surface-level or lacks detail.	Limited or incorrect understanding; analysis is unclear or missing.
2. Clarity in summarizing the purpose, methods, and findings of each journal	Clearly and accurately summarizes all components (purpose, methods, findings) of each journal.	Summarizes key components with minor omissions or unclear phrasing.	Summaries are incomplete or sometimes inaccurate; lacks clarity.	Little or no summary provided; contains significant errors or lacks coherence.
3. Critical thinking in comparing and contrasting the studies	Insightfully compares and contrasts studies with well-reasoned arguments and original thought.	Identifies similarities and differences with some critical insight.	Attempts comparison/contrast but lacks depth or clarity.	No meaningful comparison; lacks critical thinking or analytical effort.
4. Quality of writing and organization	Writing is fluent, well-organized, and free from errors; ideas flow logically.	Writing is mostly clear and organized; minor errors do not hinder meaning.	Writing is somewhat disorganized; errors occasionally affect clarity.	Writing is disjointed or unclear; frequent errors disrupt understanding.

Sample of Portfolio Essay

Article 1 : Immigrant Parents' Perspectives on Early Childhood Education and Care Practices in the Finnish Multicultural Context

1. Purpose of the Study

The central purpose of this study is to explore and understand the lived experiences and perspectives of immigrant parents regarding Early Childhood Education and Care (ECEC) in Finland. It aims to examine how cultural values and expectations shape the way immigrant families engage with the Finnish ECEC system. The research is driven by Finland's increasingly multicultural population and the consequent need to adapt ECEC policies and practices to support a more inclusive, equitable, and culturally sensitive educational environment for all children.

The authors argue that despite Finland's strong public education system, existing practices in early childhood education may not fully consider the sociocultural diversity brought by immigrant families. Thus, this study seeks to fill the knowledge gap on how immigrant families interpret, adapt to, and sometimes resist the norms and values embedded in the host country's educational settings.

2. Research Methodology

The researchers adopted a qualitative narrative inquiry approach, allowing participants to share personal, context-rich stories and experiences. This approach was well-suited to the study's aim of capturing subjective and culturally situated understandings of education. Data were collected through semi-structured interviews with open-ended questions, enabling participants to articulate their perspectives in their own words.

To ensure depth and credibility, interviews were conducted in a manner that respected linguistic and cultural sensitivities, sometimes with the aid of interpreters. The collected data were then analyzed using thematic analysis, identifying key themes across participant narratives, such as trust in educators, cultural clashes in parenting values, and communication barriers.

3. Respondent Profile

The study involved ten immigrant parents, all of whom had children enrolled in public or municipal ECEC centers in urban areas of Finland. The sample included participants from a range of ethnic and linguistic backgrounds—specifically Somali, Kurdish, Iraqi, and Russian families. Most respondents had resided in Finland for over three years and were at varying stages of integration into Finnish society.

The participants shared common challenges such as language barriers, unfamiliarity with the Finnish educational system, and a sense of exclusion from formal communication and decision-making within schools. Despite these challenges, many parents also expressed a desire to be more involved in their children's learning and to bridge cultural differences constructively.

4. Key Findings

The findings reveal a nuanced picture of the immigrant parent experience in Finnish ECEC. On one hand, parents generally valued the Finnish system's safety, child-centeredness, and educational quality. However, on the other hand, they also felt marginalized—excluded from participating in curriculum decisions, lacking adequate communication with teachers, and feeling that their cultural values (such as respect for elders, religious practices, or gender norms) were misunderstood or ignored.

One recurring issue was mismatch in parenting expectations. For instance, Finnish pedagogical practices emphasize child autonomy and freedom, which some parents perceived as too permissive or misaligned with their cultural upbringing. Furthermore, the lack of diverse staff or culturally relevant teaching materials was identified as a barrier to children's sense of belonging.

5. Implications and Contributions to Practice

The study provides critical insights for policymakers, school administrators, and educators seeking to improve inclusivity in multicultural ECEC environments. It strongly advocates for culturally sustaining pedagogy—approaches that affirm and incorporate families' cultural backgrounds into the curriculum, rather than expecting assimilation. Key recommendations include:

- Intercultural training for teachers to improve understanding of diverse child-rearing practices and values.
- Improved communication strategies, such as multilingual newsletters or family liaisons, to foster better school-home collaboration.
- Curriculum reform that includes culturally relevant materials and activities, thereby validating children's identities and encouraging greater parent involvement.

Beyond practical applications, the study contributes to a broader theoretical discourse on education equity, emphasizing that inclusion in ECEC must extend beyond access—it must include participation, representation, and respect for all cultural identities.

Reflection and Relevance to Multicultural Education

This article is highly relevant in shaping an understanding of how multiculturalism plays out in real-world ECEC settings. It challenges the assumption that universal education systems are equally inclusive for all. Instead, it highlights the subtle forms of exclusion that can occur when dominant cultural norms are imposed without acknowledging the diverse values of immigrant families.

By centering the voices of immigrant parents, the study shifts the discourse from "how can immigrant children adapt to our system" to "how can our system adapt to and respect immigrant families." As future educators, such an approach encourages us to reflect critically on our own cultural assumptions and to develop more responsive teaching practices that uphold social justice, equity, and empathy.

Article 2: Multicultural Education in Indonesian Diaspora Families (Study Case: Gelin Community)

1. Purpose of the Study

The primary objective of this study is to explore how Indonesian diaspora families residing in the Netherlands enact multicultural education within the domestic and community spheres. The research focuses on the dual aim of preserving Indonesian cultural identity while facilitating children's integration into the host society's cultural and educational systems. This study responds to the broader sociocultural challenge of bicultural or dual identity development in migrant children—a phenomenon increasingly relevant in globalized, multicultural societies.

The authors frame the study within the discourse of transnational education and identity construction, where families must simultaneously negotiate multiple cultural narratives. The

researchers are particularly interested in understanding how parental agency, cultural resources, and community engagement work together to create informal but effective educational environments outside formal schooling.

2. Research Methodology

The researchers utilized a qualitative case study approach, which is ideal for capturing in-depth and context-sensitive insights from real-life experiences. The methodology triangulated three data collection techniques:

- In-depth interviews with parents to gain insight into their educational beliefs, aspirations, and strategies for raising bicultural children.
- Participant observation during community events and family interactions, allowing the researchers to document actual practices and interactions.
- Document analysis of educational materials used in the community, such as bilingual books, cultural activity brochures, and communication from the Gelin organization.

The combination of these methods allowed for rich, longitudinal data collection, enhancing the validity and depth of the findings.

3. Respondent Profile

Five Indonesian diaspora families were selected using purposive sampling from the Gelin community, a self-organized cultural group that provides educational and cultural programming for Indonesian families living in the Netherlands. Each family had at least one child between the ages of 4 and 10 years old. The families were long-term residents who actively participated in community events such as Indonesian language schools, cultural festivals, religious gatherings, and parenting workshops.

The families varied in terms of socioeconomic status and levels of integration into Dutch society, offering a nuanced perspective on how multicultural education is implemented across different domestic contexts.

4. Key Findings

The study found that the families employed multiple strategies to maintain Indonesian identity while embracing aspects of Dutch culture. These strategies included:

- Bilingual language use: Parents consistently encouraged children to speak both Indonesian and Dutch at home. While Dutch was often prioritized for formal education and peer interactions, Indonesian was emphasized for family communication, religious instruction, and cultural storytelling.
- Cultural storytelling and arts: Traditional folklore and cultural narratives were passed down orally or through community performances (e.g., *wayang*, *gamelan*, *tari tradisional*). These served as both educational tools and identity markers.
- Religious and festive engagement: Active involvement in Islamic, Christian, or interfaith celebrations provided a spiritual and cultural framework for children to understand their roots while also participating in Dutch celebrations like *Sinterklaas* or *King's Day*.
- Weekend schools and community education programs: Children participated in informal Indonesian language classes and extracurricular activities managed by the Gelin community. These institutions functioned as key spaces for identity reinforcement.

However, the study also identified significant challenges:

- Limited institutional support: Dutch public schools often lacked awareness or resources to engage meaningfully with diaspora cultural practices.
- Assimilation pressures: Children faced peer pressure to conform to mainstream norms, sometimes at the expense of their cultural identity.
- Variability in parental engagement: While some families were deeply committed, others showed inconsistent participation due to work demands or limited access to community resources.

5. Implications and Contributions to Practice

The findings underline the importance of community-based, informal educational spaces in sustaining cultural identity for diaspora families. The study illustrates that multicultural education should not be confined to formal schooling, but must extend into the everyday lives of families through storytelling, religious and cultural rituals, language maintenance, and community networking.

Key implications include:

- Recognizing the family as a cultural institution: Families actively shape children's cultural narratives and should be empowered as partners in multicultural education.
- Strengthening community support systems: Grassroots organizations like Gelin are vital for offering cultural continuity, especially when host countries lack culturally responsive formal education systems.
- Policy relevance: Policymakers in both origin and host countries should consider funding or facilitating diaspora-led educational initiatives, particularly in language preservation, cultural heritage, and identity formation.

The study contributes to a growing body of literature on transnational parenting, diaspora identity, and grassroots multiculturalism, offering valuable insights for educators, policymakers, and community organizers who work with immigrant or diaspora populations.

Reflection and Relevance to Multicultural Education

This article provides a profound example of how multicultural education is shaped not only by formal institutions but also by family and community agency. It challenges the notion that cultural identity formation is passive or automatic and instead highlights the intentional and strategic efforts that parents and community members make to cultivate bicultural competencies in children.

In the context of early childhood education, the study emphasizes that educators must engage with families' cultural narratives and consider how they can integrate and support such efforts in school settings. The article also encourages future teachers to see parents as cultural educators, not merely as recipients of information from the school.

Importantly, the article reinforces that children growing up in multicultural contexts do not have to choose between cultures; with appropriate support, they can thrive as bicultural or multicultural individuals, equipped with the flexibility, empathy, and identity confidence needed in today's globalized world.

Article 3: Unveiling Multiracial Family Parenting Practices in Early Childhood Education within the Indonesian Context: A Case Study

1. Purpose of the Study

This study aims to explore the unique parenting experiences of multiracial families in Indonesia, with a focus on how these families navigate complex issues of race, identity, and belonging in early childhood education (ECE). The authors highlight that although Indonesia is increasingly multicultural, multiracial families often remain invisible in national discourses around identity and diversity.

The research is grounded in the recognition that multiracial children often occupy a liminal space—neither fully “inside” nor “outside” of normative Indonesian identity frameworks. The study’s core objective is to understand how these families construct inclusive parenting strategies and how children’s experiences are shaped within home and school environments.

2. Research Methodology

The study employed a qualitative narrative case study methodology, suitable for capturing nuanced, lived experiences across different contexts. Data were collected through:

- In-depth interviews with both parents and early childhood educators to elicit personal stories, perceptions, and everyday practices related to parenting and schooling.
- Naturalistic classroom observations in urban preschools, which allowed researchers to document teacher-child interactions, peer dynamics, and classroom discourse regarding race and identity.
- Media analysis and public discourse review, which situated individual experiences within broader social narratives and representations of multiracial families in Indonesia.

This triangulation of data sources enhances the credibility and contextual richness of the findings.

3. Respondent Profile

The study involved six multiracial families living in urban centers such as Jakarta and Bandung. The families represented diverse ethnic and racial pairings, including Indonesian-European, Indonesian-East Asian, and Indonesian-African heritage. Their children were aged 3–6 years and attended local preschools, both public and private.

In addition to the families, teachers and school administrators working directly with these children were interviewed. This dual perspective—home and school—allowed the researchers to assess both parenting practices and institutional responses to racial and cultural diversity.

4. Key Findings

The findings reveal that multiracial families face a range of challenges in navigating racial identity, both socially and institutionally:

- Identity confusion and social exclusion affected some children, particularly when peers or educators treated them as “different” or “foreign.” These experiences could impact self-esteem and social adjustment, especially in settings where racial awareness is low.
- Despite these challenges, parents were proactive in fostering inclusive values. They encouraged open conversations about race, cultural pride, and acceptance of difference.

Home environments were described as spaces where children could embrace both (or multiple) cultural identities.

- From the school perspective, educators lacked training and resources to support multiracial children adequately. Teachers reported discomfort in discussing racial issues, a reliance on stereotypical representations in classroom materials, and a general absence of diversity education in teacher training programs.

5. Implications and Contributions to Practice

This study has significant implications for early childhood education policy and practice in Indonesia and similar multicultural contexts:

- It calls for anti-bias training and intercultural competence development in teacher education programs. Teachers must be equipped to recognize and address bias, promote inclusion, and create safe spaces for identity exploration.
- The study advocates for the inclusion of racially and culturally diverse content in ECE curricula. Books, songs, visuals, and learning materials should reflect the real diversity of Indonesian families to help children see themselves and others represented positively.
- Systemically, the research urges the recognition of multiracial families in educational policies, including admissions, communication, and community engagement strategies that account for varied family structures and identities.

The study contributes to the broader field of multicultural and anti-racist education, emphasizing the importance of validating diverse experiences and resisting the erasure of non-majority identities in both formal and informal learning environments.

Comparison and Reflection: Synthesizing Insights from the Three Studies

Together with the previous two articles, this study deepens our understanding of how families negotiate cultural identity and educational expectations in multicultural contexts.

Each study examines multicultural education from a different lens:

- The Finnish study focuses on immigrant integration and systemic barriers within a highly organized, but culturally rigid, ECEC system.
- The diaspora study highlights community and informal education as vital tools for cultural preservation in a transnational space.
- This multiracial study investigates racial identity construction and visibility within domestic and educational institutions in a country where racial discourse is still evolving.

Key Points of Convergence:

- All studies underscore the central role of families as agents of multicultural education.
- Each highlights institutional limitations—be it lack of cultural awareness (Finland), minimal governmental support (Netherlands), or absence of anti-bias frameworks (Indonesia).
- The theme of parental agency and resilience is prominent throughout—parents construct bridges between cultures and strive to protect their children's rights to identity, dignity, and educational equity.

Key Points of Divergence:

- The Finnish system, while structured, lacks responsiveness.
- The diaspora families rely on community-driven strategies due to limited access to culturally relevant public education.
- Multiracial families in Indonesia face systemic invisibility—a lack of policy, discourse, and awareness on racial issues in education.

Critical Reflection on Multicultural Education in Early Childhood Contexts

The three studies reviewed collectively offer a rich, multifaceted understanding of how families navigate multicultural education in early childhood across diverse national and sociocultural settings. Although grounded in different geographic and political contexts (Finland, the Netherlands, and Indonesia), all three studies converge on the essential role of familial agency, cultural negotiation, and the pressing need for systemic responsiveness in educational institutions.

1. Reframing Multicultural Education Beyond Inclusion

A critical takeaway from these studies is that multicultural education must move beyond tokenistic representations or superficial inclusion. While diversity is often celebrated rhetorically in early childhood settings, the studies reveal that inclusion without transformation reinforces dominant norms and marginalizes children and families from non-majority cultural backgrounds (Banks & Banks, 2019). In the Finnish context, Lastikka and Lipponen (n.d.) found that immigrant parents felt structurally excluded from decision-making processes and that the ECEC system, while pedagogically strong, lacked mechanisms for cultural reciprocity. This aligns with Cummins' (2000) assertion that without genuine participatory empowerment, marginalized families remain "objects of policy" rather than co-creators of educational meaning.

2. The Family and Community as Cultural Institutions

All three articles illustrate that families are not passive recipients of education policy but active cultural agents. This perspective aligns with the funds of knowledge approach, which values the lived experiences, traditions, and social capital that families bring into educational settings (Moll, Amanti, Neff, & González, 1992). Anggraeni et al. (n.d.) show how Indonesian diaspora families creatively mobilize community resources, bilingual practices, and cultural storytelling to build bicultural competence in their children. Their findings confirm that informal learning environments—homes, religious institutions, community organizations—often serve as counterspaces to preserve identity in the face of assimilationist pressures (Yosso, 2005).

3. The Unseen Complexity of Multiracial Identity in Indonesia

Aghnaita and Murniati (2016) contribute a critical and often overlooked dimension to the discourse by focusing on multiracial families—a group that remains largely invisible in national policy and public conversation. Their study brings to light the emotional and psychological burdens of racial microaggressions, identity ambiguity, and social exclusion faced by multiracial children. These findings echo recent calls in early childhood literature for anti-racist and anti-bias education beginning from the earliest years (Derman-Sparks & Edwards, 2020). Without such proactive approaches, multiracial children may internalize deficit narratives or experience fragmentation in their identity development.

4. The Structural Gap in Teacher Training

Across the three studies, one clear theme emerges: early childhood educators are underprepared to address issues of culture, race, and identity in meaningful ways. This reflects a structural gap in pre-service teacher education. Teachers in the Finnish and Indonesian contexts expressed discomfort or lack of competence when dealing with cultural or racial differences, often defaulting to color-blind or assimilationist practices. This is particularly problematic in the early years, when children begin forming ideas about self and others. As noted by Boutte (2008), multicultural education in early childhood must go beyond celebrating differences—it must equip teachers to challenge stereotypes, engage critically with cultural knowledge, and advocate for equity.

5. Toward a Transformative Multicultural Pedagogy

Taken together, these studies call for a transformative model of multicultural education, one that is not merely additive (adding cultural content to the curriculum) but structurally embedded, reflexive, and justice-oriented (Nieto, 2017). This includes:

- Policy-level changes that recognize diverse family structures and racial identities;
- Institutional support for home-school partnerships that honor cultural knowledge;
- Curricular reform to reflect diverse worldviews;
- And professional development that fosters critical consciousness among educators.

These are not simple tasks. They require educators, administrators, and policymakers to reflect on their own positionalities and actively work against systems of exclusion. As educators, we are not only responsible for teaching children but also for shaping educational ecosystems where all children, regardless of cultural, racial, or linguistic background, can flourish with dignity.

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Rubric Assessment Score

Criteria	Excellent (85–100)	Good (70–84)	Fair (55–69)	Needs Improvement (0–54)
1. Depth of analysis and understanding of the topic	Demonstrates deep, insightful understanding; effectively connects ideas and provides comprehensive analysis.	Demonstrates clear understanding; analysis is accurate though not always in-depth.	Shows basic understanding; analysis is surface-level or lacks detail.	Limited or incorrect understanding; analysis is unclear or missing.
2. Clarity in summarizing the purpose, methods, and findings of each journal	Clearly and accurately summarizes all components (purpose, methods, findings) of each journal.	Summarizes key components with minor omissions or unclear phrasing.	Summaries are incomplete or sometimes inaccurate; lacks clarity.	Little or no summary provided; contains significant errors or lacks coherence.
3. Critical thinking in comparing and contrasting the studies	Insightfully compares and contrasts studies with well-reasoned arguments and original thought.	Identifies similarities and differences with some critical insight.	Attempts comparison/contrast but lacks depth or clarity.	No meaningful comparison; lacks critical thinking or analytical effort.
4. Quality of writing and organization	Writing is fluent, well-organized, and free from errors; ideas flow logically.	Writing is mostly clear and organized; minor errors do not hinder meaning.	Writing is somewhat disorganized; errors occasionally affect clarity.	Writing is disjointed or unclear; frequent errors disrupt understanding.

General Feedback

You have crafted a thorough, reflective, and academically rigorous portfolio that engages deeply with the core themes of multicultural education in early childhood. Your integration of narrative summaries, critical analysis, and scholarly references shows advanced academic skills and pedagogical insight. Minor improvements in formatting and even distribution of methodological details across articles would elevate it further. Well done!



ANNEX

EXAM PAPER

2024



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MIDTERM EXAM QUESTIONS

Course	:	Children's Education in the Family
Lecturer	:	Dhian Gowinda Luh Sfaitri, M.Ed
Nature	:	Close Book
Instructions	:	<ol style="list-style-type: none">1. Write down your identity completely and clearly!2. Read all questions carefully!3. Write your answers on the answer sheet provided
Questions	:	<p>1. (Case on Family Definition and Role) <i>Rani is a 4-year-old girl who lives with her grandmother, as both parents work in another city and only visit on weekends. Her grandmother takes care of her daily needs, teaches her to pray, tells stories, and brings her to play with neighbors. Rani calls her grandmother "Ibu."</i></p> <p>Question: Based on the case above, analyze the concept and role of family in Rani's development. How does this condition reflect the urgency of understanding family as a dynamic unit in early childhood education?</p> <p>2. (Case on Family Functions) <i>In a community parenting workshop, parents were asked what they do regularly at home to support their child's development. One parent mentioned cooking nutritious food, another said they always pray together, while another explained how they help with homework and listen to stories about the child's day.</i></p> <p>Question: Classify the functions of the family represented in this case into biological, psychological, social, or spiritual categories. Then, evaluate how each function contributes to holistic child development.</p> <p>3. (Case on Parenting Styles) <i>Dina is a mother of two children. With her eldest, she is strict and controls most decisions ("you must follow what I say"), but with her youngest, she allows freedom to explore and express opinions. Her husband often avoids conflicts and lets the children do what they want as long as they're happy.</i></p> <p>Question: Identify and compare the parenting styles shown in the case. Critically assess the potential impacts of each style on the children's emotional and behavioral development.</p>



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	<p>4. (Case on Family Communication) <i>During a home visit, a teacher observed that a child hesitated to speak or answer questions. Later, the parent admitted that conversations at home are limited and usually occur only when correcting misbehavior. The child spends most of the time watching videos or playing alone.</i></p> <p>Question: Analyze how communication patterns in this family may affect the child's social-emotional development. Propose two strategies the family can use to improve effective communication.</p> <p>5. (Case on Family Involvement Program) <i>A kindergarten teacher wants to create a monthly family involvement program. However, some parents work long hours, others lack transportation, and a few feel unsure about their role in education. The teacher is unsure how to engage all families effectively.</i></p> <p>Question: Design a simple and inclusive family involvement program that accommodates the diverse needs described above. Justify your choices with reference to family-school collaboration principles.</p>
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Midterm Exam Scoring Rubric

Course: Education of Children in the Family

Total Questions: 5 (Essay)

Maximum Score per Question: 20

Total Maximum Score: 100

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
1. Understanding of Concept	Demonstrates deep and accurate understanding; uses correct terminology effectively.	Shows good understanding with minor inaccuracies.	Basic understanding with some conceptual errors.	Misunderstands or fails to identify key concepts.
2. Case Analysis	Thorough analysis of the case; integrates relevant factors and perspectives.	Adequate analysis; includes most relevant elements.	Limited analysis; misses key aspects of the case.	Superficial or incorrect analysis; case not clearly addressed.
3. Critical Thinking	Applies critical thinking to evaluate, compare, or create; shows originality.	Some critical thinking evident; response is mostly logical and relevant.	Limited critical insight; ideas are general or simplistic.	No evidence of critical thinking; ideas are vague or irrelevant.
4. Solution/Recommendation	Solution is feasible, creative, and well justified with strong rationale.	Solution is practical and justified, though not highly original.	Solution lacks depth or justification.	Solution is impractical or absent.
Total per Question (Max 20 pts)	16–20 points	11–15 points	6–10 points	1–5 points

MIDTERM EXAM SAMPLE ANSWERS

Name: Vera Hartina

Score: 65/100

Questions	Answer	Score	Notes
1. Based on the case above, analyze the	Family is a group of people who live together and care for one another. In Rani's	13/20	Some basic ideas are present, but lacks depth of analysis



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concept and role of family in Rani's development. How does this condition reflect the urgency of understanding family as a dynamic unit in early childhood education?	case, even though her parents live in another city, her grandmother takes care of her. This shows that family is not only about biological parents but also about those who perform family roles. Rani's grandmother provides care, teaches values, and fulfills Rani's needs, so she is a family figure. This case is important because it shows that early childhood education needs to consider all types of families. Teachers must understand children's backgrounds. Rani calling her grandmother "Ibu" shows the closeness of their bond. The family is the first place where children learn many things.		about family dynamics, urgency, and the implications for educators.
2. Classify the functions of the family represented in this case into biological, psychological, social, or spiritual categories. Then, evaluate how each function contributes to holistic child development.	In the case, the family does many things. One parent cooks food, which is biological function. Another prays with the child, which is spiritual. The parent who helps with homework is doing psychological and educational support. These are all examples of how families help children grow. Families play a big role in development. Every function has a contribution. Biological functions help physical growth. Psychological support helps with thinking. Praying teaches	12/20	Shows identification of functions but lacks evaluative depth and connection between functions and holistic development.



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	values. The family must do all of this for the child to grow well.		
3. Identify and compare the parenting styles shown in the case. Critically assess the potential impacts of each style on the children's emotional and behavioral development.	There are three parenting styles in the case. Dina is strict with her first child. That is authoritarian. With the second child, she gives more freedom, which is democratic. The husband lets the children do what they want, that is permissive. These styles are all different. Authoritarian can make children afraid. Permissive might make them spoiled. Democratic is better. Every child needs love and rules. Parenting should help the child grow to be a good person.	13/20	Recognizes styles correctly but analysis is superficial and lacks nuanced understanding of the long-term impacts.
4. Analyze how communication patterns in this family may affect the child's social-emotional development. Propose two strategies the family can use to improve effective communication.	In the family, communication is limited. The child is not used to talking because they only talk when being scolded. This is not good. The child may become shy and scared. They may not want to speak up. Communication is very important in the family. It helps children express themselves. To improve communication, parents can talk to the child every day, maybe during meals. Also,	13/20	Surface-level discussion; lacks explanation of how strategies relate to theories or broader developmental consequences



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	they can listen more and not only talk when the child is wrong. These things will make the child happy.		
5. Design a simple and inclusive family involvement program that accommodates the diverse needs described above. Justify your choices with reference to family-school collaboration principles.	The program can be called “Parent Fun Time.” It can be held on Saturday morning so working parents can attend. There can be storytelling, games, and cooking together. For those who cannot come, we can send home activities or video recordings. Teachers can also use WhatsApp to communicate with parents. This way all families can be included. The goal is to make families feel involved and connected. Parents will know what their children learn.	14/20	Shows a practical idea but lacks clear justification based on collaboration principles or references to inclusivity theory.

MIDTERM EXAM SAMPLE ANSWERS

Name: Sheila Marsha Hartanti

Score: 90/100

Question	Answer	Score	Notes
1. Based on the case above, analyze the concept and role of family in Rani's development. How does this condition reflect the urgency of understanding family as a dynamic unit in early childhood education?	In my opinion, the case of Rani shows that family is not just defined by blood relations but by the roles and emotional connections that support a child's growth. Rani's grandmother performs parenting functions like nurturing, teaching, and emotionally supporting her. This reflects the urgency for educators to broaden their understanding of what a family looks like, especially in today's context where migration, economic	18/20	Strong conceptual understanding with relevant application to education and personal reflection.



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	needs, or separation may alter the traditional nuclear family. As a future educator, I realize I need to recognize these variations and ensure that every child's family context is respected and included in the learning environment.		
2. Classify the functions of the family represented in this case into biological, psychological, social, or spiritual categories. Then, evaluate how each function contributes to holistic child development.	The parents in the case demonstrate different family functions. The parent who provides food supports the biological function; the one who prays together engages in the spiritual function; and helping with homework reflects psychological and educational support. These all contribute to the child's holistic development. As a student learning about this, I realize how important it is that these functions are balanced. A family that only provides physical care without emotional support may not fully nurture a child's potential. I think the spiritual function is often overlooked in today's society, but it's crucial for value formation.	18/20	Accurate classification; good integration of theory and reflection on real-life application.
3. Identify and compare the parenting styles shown in the case. Critically assess the potential impacts of each style on the children's emotional and behavioral development.	Dina demonstrates authoritarian parenting with her eldest, democratic with her youngest, and her husband shows a permissive style. I believe this inconsistency could confuse children. The eldest might develop obedience but lack confidence, while the youngest might feel empowered but unclear about boundaries. The permissive approach might result in short-term happiness but could hinder long-term self-regulation. From my perspective as someone who was raised with a democratic approach, I've experienced how important it is to have structure <i>and</i> voice. I now understand why balanced, consistent parenting is key for emotional resilience and autonomy.	17/20	Well-analyzed styles and their effects; personal insight adds depth. Slightly stronger comparison would improve score.



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4. Analyze how communication patterns in this family may affect the child's social-emotional development. Propose two strategies the family can use to improve effective communication.	In the case, the child's hesitation stems from communication that is one-way and negative. When family communication is limited to correction, children might develop fear, low self-esteem, or reluctance to express ideas. This could affect school participation and social interactions. I've seen this happen in my community. To improve, I would suggest strategies like daily storytelling time and a "feeling check-in" routine using visual cards. These are simple, age-appropriate tools to build trust and open dialogue. As a teacher, I would also try to model these strategies during parent-teacher interactions.	18/20	Clear cause-effect analysis and relevant, theory-based strategies. Strong from a student-teacher lens.
6. Design a simple and inclusive family involvement program that accommodates the diverse needs described above. Justify your choices with reference to family-school collaboration principles.	I would create a program called "Families in Action" that combines online engagement, weekend workshops, and home activities. For example, a monthly "Weekend with Parents" session could include collaborative art or story time at school. For parents who can't attend, I'd provide a "Parent-at-Home" kit with short activities and reflection sheets. WhatsApp groups could be used for updates and sharing. I believe involving families isn't about one-size-fits-all but about valuing every parent's context. Inspired by Epstein's model, I'd focus on communication, parenting, and learning at home domains.	19/20	Excellent program design with inclusivity, creativity, and theory-based justification.



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**FINAL EXAM QUESTIONS
2022/2023**

Course	:	Children's Education in the Family
Lecturer	:	Dhian Gowinda Luh Safitri, M.Ed
Nature	:	Close Book
Instructions	:	<ol style="list-style-type: none">1. Write down your identity completely and clearly!2. Read all questions carefully!3. Write your answers on the answer sheet provided
Questions	:	<ol style="list-style-type: none">1. Evaluate the challenges and benefits of applying multicultural parenting styles in a family living in a diverse urban community. How can parents balance maintaining their cultural identity while adapting to the dominant culture?2. Analyze the impact of low financial literacy on family decision-making and child development. Propose a comprehensive family financial education program that could effectively address these issues.3. Critically assess the role of digital parenting in managing children's screen time and online safety. What strategies should parents implement to foster responsible digital behavior in their children?4. Discuss the potential conflicts and advantages that arise in multigenerational families. How can family members negotiate roles and responsibilities to create a harmonious living environment?5. Design an effective parenting program for early childhood education (PAUD) that incorporates continuous parental involvement. Explain how ongoing support and education for parents can improve child outcomes and family well-being.



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Final Exam Scoring Rubric

Course: Education of Children in the Family

Total Questions: 5 (Essay)

Maximum Score per Question: 20

Total Maximum Score: 100

Criteria	Excellent (17–20 pts)	Good (13–16 pts)	Fair (9–12 pts)	Poor (0–8 pts)
1. Critical Thinking & Analysis	Shows in-depth analysis; synthesizes multiple perspectives; presents original insight	Shows logical reasoning and some analysis; begins to explore different perspectives	Surface-level analysis; mostly descriptive; limited insight	Lacks analysis; overly simplistic or off-topic
2. Relevance & Content Accuracy	Content is accurate and highly relevant to the question; no factual errors	Content is mostly accurate and relevant; minor inaccuracies	Some relevant content but includes errors or misinterpretations	Content is mostly irrelevant or inaccurate
3. Application of Knowledge	Applies theories or concepts effectively to real-world examples or case studies	Applies some concepts; examples are present but not always well-integrated	Weak application; examples are vague or not connected to theory	No application of theory or examples present
4. Structure & Clarity	Well-organized, clear, and concise writing; logical flow; excellent grammar and language	Mostly clear and organized; minor issues in flow or grammar	Writing lacks clarity or organization; several grammatical or structural problems	Disorganized, difficult to follow; major grammar or language issues
5. Creativity & Originality	Demonstrates originality, creativity, and insight beyond basic understanding	Shows some originality or personal voice	Little originality; mostly repeats known information	No originality; copied or generic response



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FINAL EXAM SAMPLE ANSWERS

Name: Sheila Marsha Hartanti

Score: 90/100

Question	Answer (with Example)	Score	Notes
1. Evaluate the challenges and benefits of applying multicultural parenting styles in a family living in a diverse urban community. How can parents balance maintaining their cultural identity while adapting to the dominant culture?	Multicultural parenting helps children appreciate diversity and become more adaptable. For example, in a Javanese-Chinese family living in Jakarta, parents may celebrate both Chinese New Year and Idul Fitri, teaching their child values from both cultures. However, conflicts may arise, such as language preference or discipline styles. To manage this, the family can speak both Mandarin and Bahasa Indonesia at home and set agreed-upon parenting principles. Parents can also participate in community events that reflect both cultures, fostering dual identity and cultural pride.	18/20	Strong real-life illustration; consider briefly referencing cultural integration theory.
2. Analyze the impact of low financial literacy on family decision-making and child development. Propose a comprehensive family financial education program that could effectively address these issues.	Low financial literacy can lead to poor money management and stress. For instance, a family unaware of budgeting may frequently run out of money before payday, affecting the child's nutrition or school fees. A good financial education program can include monthly family budgeting workshops, "Kids Save" activities where children track their savings using illustrated charts, and	18/20	Relevant example and practical solution; good structure. Add example of a model program like "Smart Money for Families."



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	collaboration with local banks to provide simple banking literacy. A WhatsApp group can support parents weekly with tips and encouragement.		
3. Critically assess the role of digital parenting in managing children's screen time and online safety. What strategies should parents implement to foster responsible digital behavior in their children?	Digital parenting is essential in the age of smartphones. For example, a parent in Surabaya noticed their 7-year-old watching violent YouTube content. By installing YouTube Kids, setting a screen time schedule (1 hour per day), and discussing online safety, the parent helped the child choose educational content and understand online boundaries. Parents should model balanced screen use, co-watch with children, and use apps like Google Family Link to monitor usage. Most importantly, they must communicate openly to build trust.	17/20	Practical example enhances answer. Can strengthen answer by linking to digital citizenship education.
4. Discuss the potential conflicts and advantages that arise in multigenerational families. How can family members negotiate roles and responsibilities to create a harmonious living environment?	In a multigenerational household, grandparents may provide childcare, which reduces expenses and enhances emotional support. For example, in a Balinese family, grandparents help take care of children while parents work. However, tension can occur if grandparents insist on traditional discipline while parents prefer modern methods. To avoid this, the family can create a weekly meeting to discuss household duties and child-rearing roles. They can also create a shared family calendar and a family agreement to reduce miscommunication.	18/20	Concrete local example is effective; consider briefly connecting to family systems theory.
5. Design an effective parenting	A PAUD in Bandung	19/20	Strong program



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program for early childhood education (PAUD) that incorporates continuous parental involvement. Explain how ongoing support and education for parents can improve child outcomes and family well-being.	developed a parenting program where parents attend biweekly workshops on topics like positive discipline and literacy at home. Each week, children bring home a "Parent-Child Activity Card" to complete with parents. Teachers visit homes every 2 months to provide personalized feedback. As a result, children show improved vocabulary and emotional control. Parents feel more confident and involved in learning. This program can be extended with an online platform (e.g., Google Classroom) to support parents who work.		design with measurable outcomes. Adding reference to Bronfenbrenner's ecological model would complete the answer.
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