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2025

PORTOFOLIO

Analysis and Design of Early Childhood Facilities

Faculty of Education
State University of Surabaya

Surabaya
Jl. Lidah Wetan, Jawa Timur 60213

Analysis and Design of Early Childhood Facilities

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

State University of Surabaya
2025

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

SEMESTER LEARNING PLAN

Course	CODE	Subject Group	Credit Weight			SEMESTER	Date of Compilation
Analysis and Design of AUD Facilities *)	8620702002	Compulsory Courses of Study Program	T=2	P=0	ECTS=3.18	4	July 22, 2022

AUTHORIZATION	SP Developer	Subject Group Coordinator	Study Program Coordinator
	Melia Dwi Widayanti, M. Pd	Kartika Rinakit Adhe, M. Pd	Dr. Kartika Rinakit Adhe, S.Pd., M.Pd.

Learning model	**Project Based Learning**

Program Learning Outcomes (PLO)

PLO Study program charged to the course

PLO-4	Develop yourself continuously and collaborate.
PLO-6	Able to make the right decisions based on information and data analysis, and able to provide guidance in selecting various alternative solutions in organizing early childhood education.
PLO-7	Mastering the curriculum, learning theory, learning models and assessment of early childhood in the management of PAUD implementation.

Program Objectives (PO)

PO - 1	Able to apply logical, critical, creative, systematic and innovative thinking in the context of the development and implementation of Science and Technology in the field of early childhood education according to the applicable curriculum.
PO - 2	Mastering pedagogical skills in early childhood learning
PO - 3	Students are able to develop themselves sustainably

PLO-PO Matrix

PO	PLO-4	PLO-6	PLO-7
PO-1		✓	
PO-2			✓
PO-3	✓		

PO Matrix on Final Ability of each Learning Stage (Sub-PO)

PO	Week To															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
PO-1	✓	✓							✓	✓				✓		
PO-2				✓	✓	✓	✓					✓				✓
PO-3			✓					✓			✓		✓		✓	

Brief Description of Course	This course examines knowledge about preparing a learning environment both inside and outside the lecture. In practice, this is done by planning, arranging, utilizing, and maintaining the creation of an environment that is conducive to the needs and development of children through appropriate methods by emphasizing environmental quality such as security, safety, child-friendly and aesthetics. Assignments are given for the development of identity, responsibility and independence in the form of project-based learning.

Library

Main :	

1. Desain Interior dan Eksterior Pendidikan Anak Usia Dini. 2020. Pustaka Egaliter
2. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, (2021). Area Bermain Luar Ruangan. Jakarta: Direktorat Sekolah Dasar, Ditjen Pendidikan Dasar dan Pendidikan Menengah. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi
3. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, (2021). Area Bermain dalam Ruangan. Jakarta: Direktorat Sekolah Dasar, Ditjen Pendidikan Dasar dan Pendidikan Menengah. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi.
4. Panduan Pengembangan Sanitasi di Satuan PAUD. Jakarta: Direktorat Sekolah Dasar, Ditjen Pendidikan Dasar dan Pendidikan Menengah.
5. Maria Alexandra. 2020. Kindergarten Furniture Design. Journal of Industrial Design And Engineering Graphic
6. Harper, Kenneth. 2002. Ergonomic Evaluation of The Kinderzeat Child Seat in a Preschool Setting. Cornell University
7. Arthur, Dogan W. 2006. Designing Early Childhood Facilities. Local Initiatives Support Corporation
8. Pardee, Mav. 2005. Equipping and Furnishing Early Childhood Facilities. Coommunity Invesment Collabbborative fo Kids
9. Pardee, Mav. 2005. Creating Playgrounds for Early Childhood Facilities. Local Initiatives support Corporation
10. Kementerian Pendidikan, Kebudayaan, Riset dan Teknoogi. 2014. Pedoman Prasarana Pendidikan Anak Usia Dini. Jakarta : Direktorat Pembinaan Pendidikan Anak Usia Dini
11. Kementerian Pendidikan, Kebudayaan, Riset dan Teknoogi. 2014. Pedoman Sarana Pendidikan Anak Usia Dini. Jakarta : Direktorat Pembinaan Pendidikan Anak Usia Dini

Supporters :

1. Widayati, S., & Adhe, K. R. (2020). Media Pembelajaran PAUD. Bandung: PT Remaja Rosdakarya.

Supporting lecturer	Dewi Komalasari, S.Pd., M.Pd. Dr. Kartika Rinakit Adhe, S.Pd., M.Pd. Melia Dwi Widayanti, M.Pd.

Week 4-	Final ability of each learning stage (Sub-PO)	Evaluation		Learning Aids, Learning methods, Student Assignments, [Estimated Time]		Learning materials [Library]	Assessment Weight (%)
		Indicator	Criteria & Forms	Offline	Online		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

1	1. Students are able to understand the definition of facilities and infrastructure in early childhood education. 2. Students are able to analyze the correlation between development and educational infrastructure.	Students can understand the characteristics of classrooms, children's learning and play spaces and the relationship between child development and classrooms, learning and play spaces.	**Criteria:** 1. Depth of analysis of answers, based on data or theory and systematic language expression structures 2. Depth of analysis of answers based on theory 3. Depth of answer analysis **Assessment Form** : Participatory Activity	Lecture Method 2 X 50		**Material:** Definition of PAUD Facilities **Bibliography:** *Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Facilities. Jakarta: Directorate of Early Childhood Education Development* **Material:** Definition of Early Childhood Education Infrastructure **Library:** *Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Infrastructure. Jakarta: Directorate of Early Childhood Education Development* **Material:** Correlation of Early Childhood Development and Infrastructure **Bibliography:** *Arthur, Dogan W. 2006. Designing Early Childhood Facilities. Local Initiatives Support Corporation*	3%

2	1. Students understand the Principles of PAUD Facilities and Infrastructure 2. Students understand the need for PAUD facilities and infrastructure	1. Students are able to analyze the principles of early childhood education facilities and infrastructure 2. Students are able to analyze the needs for PAUD facilities and infrastructure	**Criteria:** 1. Depth of analysis of answers, based on data or theory 2. Depth of data-based answer analysis 3. Depth of answer analysis **Assessment Form** : Participatory Activity	Discussion and Q&A 2 X 50		**Material:** Principles of Early Childhood Education Facilities **Library:** *Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Infrastructure. Jakarta: Directorate of Early Childhood Education Development* **Material:** Principles of Early Childhood Education Infrastructure **Library:** *Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Facilities. Jakarta: Directorate of Early Childhood Education Development* **Material:** PAUD Facilities and Infrastructure Needs **Library:** *Early Childhood Education Interior and Exterior Design. 2020. Egalitarian Library*	3%

3	1. Students understand the concept of interior and exterior of AUD classes 2. Students understand the purpose of interior and exterior in PAUD	1. Students are able to explain the definition of PAUD interior and exterior 2. Students are able to determine interior and exterior goals in PAUD	**Criteria:** 1. Depth of analysis of answers, based on data or theory and systematic language expression structures 2. Depth of analysis of answers based on theory 3. Depth of answer analysis **Assessment Form** : Participatory Activity	Discussion and Q&A 2 X 50		**Material:** Concept and purpose of interior and exterior in PAUD **Library:** *Interior and Exterior Design of Early Childhood Education. 2020. Egalitarian Library*	3%
4	1. Students are able to identify Interior and Exterior Principles in PAUD 2. Students are able to identify exterior and exterior elements in PAUD	1. Students are able to analyze and explain the factors of designing clear space, study and play space. (natural ventilation, color, decoration, safety, noise, electricity, lighting and focal point) 2. Students are able to identify interior and exterior elements in PAUD	**Criteria:** 1. Depth of analysis of answers, based on data or theory 2. Depth of analysis of answers based on theory 3. Depth of answer analysis **Assessment Form** : Participatory Activity	Discussion and Q&A 2 X 50		**Materi:** Prinsip dan Elemen Interior dan Eksterior dalam PAUD **Pustaka:** *Desain Interior dan Eksterior Pendidikan Anak Usia Dini. 2020. Pustaka Egaliter*	3%
5	1. Menganalisis Desain Sarana dan Prasarana dalam model Montessori 2. Menganalisis desain sarana dan prasarana dalam model Reggio Emillia	1. Mahasiswa mampu menganalisis desain sarpras dengan model Maria Montessori 2. Mahasiswa mampu menganalisis desain sarpras dengan model Reggio Emillia	**Kriteria:** 1. Kedalaman analisis jawaban berdasarkan data atau teori 2. Kedalamaan analisis jawaban berdasarkan teori 3. Kedalaman analisis jawaban **Bentuk Penilaian** : Aktifitas Partisipasif	Diskusi 2 X 50		**Materi:** Desain Sarana dan Prasarana dalam PAUD **Pustaka:** *Desain Interior dan Eksterior Pendidikan Anak Usia Dini. 2020.* *Pustaka Egaliter*	3%
6	1. Menganalisis Desain Sarana dan Prasarana dalam model BCCT 2. Menganalisis desain sarana dan prasarana dalam model Area	1. Mahasiswa mampu menganalisis desain sarpras dengan model BCCT 2. Mahasiswa mampu menganalisis desain sarpras dengan model Area	**Kriteria:** 1. Kedalaman analisis jawaban berdasarkan data atau teori 2. Kedalaman analisis jawaban berdasarkan teori 3. Kedalaman analisis jawaban **Bentuk Penilaian** : Aktifitas Partisipasif	Diskusi 2 X 50		**Materi:** Desain Sarana dan Prasarana dalam PAUD **Pustaka:** *Desain Interior dan Eksterior Pendidikan Anak Usia Dini. 2020.* *Pustaka Egaliter*	3%
7	Menganalisis Desain Sarana dan Prasarana dalam model Sudut	Mahasiswa mampu mengidentifikasi model interior kelas di lembaga	**Kriteria:** 1. Kedalaman hasil observasi berdasarkan data dan teori 2. Kedalaman hasil observasi berdasarkan teori 3. Kedalaman hasil observasi **Bentuk Penilaian** : Aktifitas Partisipasif	Diskusi 2 X 50		**Materi:** Desain Sarana dan Prasarana dalam PAUD **Pustaka:** *Desain Interior dan Eksterior Pendidikan Anak Usia Dini. 2020.* *Pustaka Egaliter*	3%

8	Evaluasi Tengah Semester	Kedalaman analisis berdasarkan data dan teori	**Kriteria:** USS **Bentuk Penilaian** : Tes	UTS 2 X 50		**Materi:** Sarana dan Prasarana PAUD **Pustaka:** *Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, (2021). Area Bermain dalam Ruangan. Jakarta: Direktorat Sekolah Dasar, Ditjen Pendidikan Dasar dan Pendidikan Menengah. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi.* **Materi:** Sarana dan Prasarana PAUD **Pustaka:** *Maria Alexandra. 2020. Kindergarten Furniture Design. Journal of Industrial Design And Engineering Graphic*	10%
9	Mahasiswa memahami Learning Centers untuk AUD	1. Mahasiswa mampu menganalisis jenis learning center 2. Mengidentifikasi sarana dan prasarana untuk learning centre	**Kriteria:** 1. Kedalaman analisis jawaban, berdasarkan data atau teori dan sruktur ungkapan bahasa yang sistematis 2. Kedalaman analisis jawaban, berdasarkan data atau teori 3. Kedalaman analisis jawaban, berdasarkan data 4. Kedalaman analisis jawaban **Bentuk Penilaian** : Aktifitas Partisipasif	Diskusi 2 X 50		**Materi:** konsep penataan area bermain luar ruang **Pustaka:** *Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi, (2021). Area Bermain dalam Ruangan. Jakarta: Direktorat Sekolah Dasar, Ditjen Pendidikan Dasar dan Pendidikan Menengah. Kementerian Pendidikan, Kebudayaan, Riset dan Teknologi.*	3%

10	1. Mahasiswa memahami konsep Area playground 2. Mahasiswa memahami prinsip area playground 3. Mahasiswa memahami media dan perlengkapan area playground	1. Understanding media and playground area equipment 2. Understanding playground area layout 3. Able to analyze playground area	**Criteria:** 1. Depth of analysis of answers, based on data or theory and systematic language expression structures 2. Depth of data-based answer analysis 3. Depth of answer analysis **Assessment Form** : Participatory Activity	Discussion 2 X 50		**Material:** Principles of Outdoor Play Areas **Bibliography:** *Ministry of Education, Culture, Research and Technology, (2021). Indoor Play Areas. Jakarta: Directorate of Elementary Schools, Directorate General of Elementary and Secondary Education. Ministry of Education, Culture, Research and Technology.*	3%
11	1. Students understand Media and Playground Area Equipment 2. Students understand Playground Area Arrangement 3. Students are able to analyze the Playground Area	1. Understanding media and playground area equipment 2. Understanding playground area layout 3. Able to analyze playground area	**Criteria:** 1. Depth of analysis of answers, based on data or theory and systematic language expression structures 2. Depth of data-based answer analysis 3. Depth of answer analysis **Assessment Form** : Participatory Activity	Discussion 2 X 50		**Material:** Principles of Outdoor Play Areas **Bibliography:** *Ministry of Education, Culture, Research and Technology, (2021). Indoor Play Areas. Jakarta: Directorate of Elementary Schools, Directorate General of Elementary and Secondary Education. Ministry of Education, Culture, Research and Technology.*	3%

12	Students understand the management of PAUD facilities and infrastructure	1. Able to understand the selection of audio infrastructure 2. Able to understand the arrangement of audio infrastructure 3. Able to understand the maintenance of audio infrastructure	**Criteria:** 1. Depth of analysis of answers, based on data or theory and systematic language expression structures 2. Depth of data-based answer analysis 3. Depth of answer analysis **Form of Assessment** : Project Results Assessment / Product Assessment	discussion 2 X 50		**Material:** Outdoor Play Area Arrangement **Library:** *Early Childhood Education Interior and Exterior Design. 2020. Egalitarian Library* **Material:** Arrangement and Maintenance of AUD Infrastructure **Library:** *Ministry of Education, Culture, Research and Technology, (2021). Outdoor Play Area. Jakarta: Directorate of Elementary Schools, Directorate General of Elementary and Secondary Education. Ministry of Education, Culture, Research and Technology* **Material:** Selection of Early Childhood Education Infrastructure **Library:** *Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Infrastructure. Jakarta: Directorate of Early Childhood Education Development*	10%

13	Students are able to create child- friendly playground area designs	Able to write down child-friendly playground design ideas	**Criteria:** 1. Depth of analysis of answers, based on data or theory and systematic language expression structures 2. Depth of data-based answer analysis 3. Depth of answer analysis **Form of Assessment** : Project Results Assessment / Product Assessment	Project 2 X 50		**Material:** Outdoor Play Area Arrangement **Library:** *Early Childhood Education Interior and Exterior Design. 2020. Egalitarian Library* **Material:** Arrangement and Maintenance of AUD Infrastructure **Library:** *Ministry of Education, Culture, Research and Technology, (2021). Outdoor Play Area. Jakarta: Directorate of Elementary Schools, Directorate General of Elementary and Secondary Education. Ministry of Education, Culture, Research and Technology* **Material:** Selection of Early Childhood Education Infrastructure **Library:** *Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Infrastructure. Jakarta: Directorate of Early Childhood Education Development*	10%

14	Students are able to create child- friendly playground area designs	Able to show progress on the playground design created	**Criteria:** 1. Depth of analysis of answers, based on data or theory and systematic language expression structures 2. Depth of data-based answer analysis 3. Depth of answer analysis **Form of Assessment** : Project Results Assessment / Product Assessment	Project 2 X 50		**Material:** Outdoor Play Area Arrangement **Library:** *Early Childhood Education Interior and Exterior Design. 2020. Egalitarian Library* **Material:** Arrangement and Maintenance of AUD Infrastructure **Library:** *Ministry of Education, Culture, Research and Technology, (2021). Outdoor Play Area. Jakarta: Directorate of Elementary Schools, Directorate General of Elementary and Secondary Education. Ministry of Education, Culture, Research and Technology* **Material:** Selection of Early Childhood Education Infrastructure **Library:** *Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Infrastructure. Jakarta: Directorate of Early Childhood Education Development*	15%

15	Students are able to create child- friendly playground area designs	Able to present the results of the playground created	**Criteria:** 1. Depth of analysis of answers, based on data or theory and systematic language expression structures 2. Depth of data-based answer analysis 3. Depth of answer analysis **Form of Assessment** : Project Results Assessment / Product Assessment	Project 2 X 50		**Material:** Outdoor Play Area Arrangement **Library:** *Early Childhood Education Interior and Exterior Design. 2020. Egalitarian Library* **Material:** Arrangement and Maintenance of AUD Infrastructure **Library:** *Ministry of Education, Culture, Research and Technology, (2021). Outdoor Play Area. Jakarta: Directorate of Elementary Schools, Directorate General of Elementary and Secondary Education. Ministry of Education, Culture, Research and Technology* **Material:** Selection of Early Childhood Education Infrastructure **Library:** *Ministry of Education, Culture, Research and Technology. 2014. Guidelines for Early Childhood Education Infrastructure. Jakarta: Directorate of Early Childhood Education Development*	15%

16	End of Semester Evaluation	Students are able to answer the questions given	**Criteria:** US **Assessment Form** : Test	Final Semester Exam 2 X 50		**Material:** US **Library:** *Widayati, S., & Adhe, KR (2020). Early Childhood Education Learning Media. Bandung: PT Remaja Rosdakarya.* **Material:** PAUD Facilities and Infrastructure **Library:** *Interior and Exterior Design of Early Childhood Education. 2020. Egalitarian Library* **Material:** PAUD Facilities and Infrastructure **Library:** *Ministry of Education, Culture, Research and Technology, (2021). Outdoor Play Area. Jakarta: Directorate of Elementary Schools, Directorate General of Elementary and Secondary Education. Ministry of Education, Culture, Research and Technology*	10%

Recap of Evaluation Percentage: Project Based Learning

No	Evaluation	Percentage
1.	Participatory Activities	30%
2.	Project Result Assessment / Product Assessment	50%
3.	Test	20%
		100%

Notes

1. **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.
2. **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.
3. **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.
4. **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.

5. **Assessment indicators** for student learning process and outcomes are specific and measurable statements that identify student learning outcomes or performance accompanied by evidence.
6. **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.
7. **Forms of assessment:** test and non-test.
8. **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.
9. **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.
10. **Learning materials** are details or descriptions of study materials that can be presented in the form of several main and sub-main topics.
11. **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%.
12. 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.
NIDN 0015069001

UPM S1 Study Program Early Childhood Education Teacher Education

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

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ANNEX

ASSESSMENT RUBRIC

2024

Annex Portfolio Analysis and Design of Early Childhood Facilities

1. Final Grade Determination

No.	Assessment	Weight
1	Performance	30%
2	Project/Product	60%
3	Exam Paper	10%
	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, produc asesment	
Special Skills		
Knowledge Mastery	Exam	

4. Paper And Presentation Scoring Rubric

No.	Assessment aspect	Assessment criteria	Weight	Value (1-10)
	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	
	Presentation skills	1. Clarity of delivery of presentation material	15	
		2. Verbal communication skills	5	
		3. Time management	5	
	Ability to answer questions	1. Accuracy of answer	15	
		2. Material mastery	15	

5. Group Member Participation Scoring Rubric

	Criteria	Score			
1	Contribution of delivery presentation	Delivering presentation materials in structured and systemati.	Delivering presentation materials less structured and systemati.	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.

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 with full effort and attention to detail.	Generally completes tasks on time and meets expectations.	Often late or needs reminders; effort is inconsistent.	Rarely completes tasks or shows lack of responsibility.
Team Collaboration	Actively participates, supports group members, and contributes equally.	Usually collaborates well; contributes adequately in group work.	Sometimes passive; contributes minimally to group tasks.	Rarely participates; disrupts or avoids group responsibilities.
Integrity & Ethics	Demonstrates honesty, fairness, and respect for academic and group norms.	Generally honest and respectful, with minor lapses.	Needs reminders to act ethically or respectfully.	Engages in dishonest or disrespectful behavior.
Commitment to Quality	Continuously seeks improvement, applies feedback effectively, and aims for excellence.	Shows good effort and applies feedback to improve work.	Accepts feedback but applies it inconsistently.	Shows lack of effort or concern for feedback and improvement.

Table 6. Product Assessment Rubric

Criterion	Score 85-100 (Excellent)	Score 70-84 (Good)	Score 55-70 (Enough)	Score 0-54 (Less)
Depth of Environmental Analysis	Thorough, evidence-based analysis of current conditions, needs, and context of the facility.	Adequate analysis with relevant data; minor gaps or generalizations.	Basic analysis with limited support or vague observations.	Lacks meaningful analysis or data; unclear situational overview.
Design Relevance to ECE Needs	Proposed design strongly supports child development and follows DAP (Developmentally Appropriate Practice).	Mostly supports DAP; good integration of child-centered elements.	Some connection to child needs but lacks clarity or justification.	Design does not reflect ECE principles or children's developmental needs.
Clarity and Organization of Proposal	Well-structured, coherent, easy to follow with logical sections and consistent formatting.	Generally clear and organized with some inconsistencies.	Lacks clarity in some parts; organization could be improved.	Disorganized, difficult to read, and lacks structure.
Visual and Technical Support	Includes clear floor plans, design sketches, or diagrams that enhance understanding.	Visuals are present and relevant but may lack detail or consistency.	Limited or unclear visual representation.	No visuals or visuals do not support the proposal.

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ANNEX

COURSE ACTIVITIES RECORDS

2024

KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA

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e-mail :bakpk@unesa.ac.id

PRESENSI KULIAH

Periode 2023/2024 Genap

Mata Kuliah : **ANALISIS DAN PERANCANGAN FASILITAS PAUD** **Dosen** : Melia Dwi Widayanti, M.Pd.
Kelas : 2022B
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 24	12 Feb 24	19 Feb 24	26 Feb 24	04 Mar 24	11 Mar 24	18 Mar 24	25 Mar 24	01 Apr 24	08 Apr 24	15 Apr 24	22 Apr 24	29 Apr 24	06 May 24	13 May 24		
1.	22010684005	NINDITA ORLIANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
2.	22010684006	HIDAYAH RAHMA WATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
3.	22010684011	ROSSA RAGIL PANGESTUTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
4.	22010684012	NUR ANA WATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
5.	22010684013	VALENTINA FEBYANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
6.	22010684021	ILMA AMALIA MAISYARAH	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %
7.	22010684023	IFKANAIA ZULLFRIADI	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %
8.	22010684028	KAYLA HEFIZA FITRAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
9.	22010684029	NUR AFIDATUS SHOLIHAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
10.	22010684030	VIRNA CHOIRIN NISA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
11.	22010684037	ANA FITRIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
12.	22010684038	PRISA DIAN SUGIARTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
13.	22010684046	ANNISATUL ULA DZIKRA	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %
14.	22010684054	IRMA AMALIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
15.	22010684055	SALSABILA ADINDA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
16.	22010684063	BADRIYATUS SHOLEHAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
17.	22010684064	WIDYA KHOIRUN NISA'	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
18.	22010684071	AMALIA IHZA NURRIA SYAH YUNDA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
19.	22010684072	AFRAH NUR AMALINA DALIMUNTHE	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
20.	22010684073	FELYSA AMALIA BAHTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
21.	22010684080	RIZKIA OKTAVIA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
22.	22010684082	ANINDITA KUSUKMANINGTYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
23.	22010684087	ZAHRA MAHBUBAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
24.	22010684097	NAIA CINTALITHA DEVANA PUTRI	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %
25.	22010684098	IFTANILUH ZAHROTUN NISA'	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
26.	22010684102	ERIZA OKTAVIRENA AIZZALSABILLA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
27.	22010684103	TSALITSA RIFDAH SUMAYYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
28.	22010684110	NATASA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
29.	22010684111	GRACE ZIYEEN WATTIMENA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
30.	22010684112	SALSABILA SHOFIYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
Tanda Tangan Dosen / Asisten																			

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e-mail :bakpk@unesa.ac.id

PRESENSI KULIAH

Periode 2023/2024 Genap

Mata Kuliah : **ANALISIS DAN PERANCANGAN FASILITAS PAUD**
Kelas : 2022A
Prodi : S1 Pendidikan Guru Pendidikan Anak Usia Dini

Dosen : Dr. Kartika Rinakit Adhe, S.Pd., M.Pd.
Melia Dwi Widayanti, M.Pd.

No	NIM	Nama Mahasiswa	Pertemuan Ke																%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
			08 Feb 24	15 Feb 24	22 Feb 24	29 Feb 24	07 Mar 24	14 Mar 24	21 Mar 24	28 Mar 24	04 Apr 24	11 Apr 24	18 Apr 24	25 Apr 24	02 May 24	09 May 24	16 May 24		
1.	22010684001	FADHILAH NURAISYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
2.	22010684002	DESY FITRIYANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
3.	22010684010	FAWZIA ISNA ROMADHONI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
4.	22010684017	MAULIDIA RAHMAWATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
5.	22010684018	FARADIFA ZAFIRA AL ABIDAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
6.	22010684019	IRMA MAR'ATUS SHOLIKHAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
7.	22010684020	NURMAHIRAH HAFSARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
8.	22010684026	NINDIRA JUWITA ROSY	H	A	H	H	H	H	H	H	H	H	H	H	H	H	H		87.5 %
9.	22010684027	TRI WAHYU AGUSTIN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
10.	22010684034	SEPTI SETYO WATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
11.	22010684035	AILSA SYAHDA FIRJATULLAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
12.	22010684036	ALYZA QOTHRUN NADA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
13.	22010684042	AULIA ROHMAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
14.	22010684043	JIHAN ZHAFIRATUL AFIFAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
15.	22010684044	PRADITA JULIANATA PRAMESTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
16.	22010684045	INTAN BHARUL AZZAHRA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
17.	22010684052	ANINDA TUSYIFA FARIDATU ROHMAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
18.	22010684053	DHEA NUR OKTAVIANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
19.	22010684061	MEI DINI HILMANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
20.	22010684062	AISYAVINA ARLYA NARESWARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
21.	22010684068	AMIROTUL INSYIYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
22.	22010684069	TSALITSA ALYA SETIAWATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
23.	22010684070	RINDY DWI ANANDA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
24.	22010684077	FIFI AMALIA PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
25.	22010684078	NIDAULHAQ RABBANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
26.	22010684079	PUTRI WULAN MULYANINGSIH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
27.	22010684085	ZAHARA ALFINA DIVANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
28.	22010684086	RIZMA DWI NILLAM SARY	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
29.	22010684089	KARINA CAHYA FEBRIANTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
30.	22010684094	MUTHIAH NAYYIROH UMMI MAHMUDAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
31.	22010684096	MAUNAMA ZULFAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
32.	22010684107	VERA VIDOLOROSA	H	A	A	H	H	H	H	H	H	H	H	H	H	H	H		81.3 %
33.	22010684108	EVIRA MANTYA KRISHNA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
Tanda Tangan Dosen / Asisten																			

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ANNEX

COURSE LOG BOOK

2024

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

LECTURE JOURNAL

Course	CODE	Subject Group	Credit Weight			SEMESTER	Date of Compilation
Analysis and Design of AUD Facilities *)	8620702002	Compulsory Courses of Study Program	T=2	P=0	ECTS=3.18	4	July 22, 2022

AUTHORIZATION	SP Developer	Subject Group Coordinator	Study Program Coordinator
	Melia Dwi Widayanti, M. Pd	Kartika Rinakit Adhe, M. Pd	Dr. Kartika Rinakit Adhe, S.Pd., M.Pd.

Description of Course:
This course equips students with the ability to analyze needs and design holistic, safe, and stimulating Early Childhood Education (PAUD) facilities. Its primary focus is creating learning environments that support children's motor, cognitive, socio-emotional, and creative development through a child-centered design approach. Students will study ergonomic principles, safety standards, comfort, and aesthetics in designing classrooms, play areas, sanitation facilities, and other supporting spaces. The analysis includes case studies of existing PAUD facilities, evaluations of design suitability for children's developmental stages, and identification of challenges such as land or budget constraints.
For the final project, students are challenged to design an innovative and sustainable PAUD school, covering aspects such as layout, child-friendly material selection, and integration of natural elements (e.g., sensory gardens or wooden play areas with plants). The design must consider inclusivity for children with special needs, flexibility for multi-activity spaces, and environmental sustainability (eco-friendly design). The project requires not only 2D/3D technical drawings but also explanations of the design philosophy, rationale for specific zones (e.g., quiet corners or outdoor exploration spaces), and space-usage simulations based on the PAUD curriculum. Through this assignment, students are expected to produce designs that are not only functional but also inspiring and adaptable to local contexts, whether urban or rural.

Week/ Date	Final abilityof each learning stage (Sub-PO)	Indicator	Learning Forms & Methods	Learning materials [Library]	Participant	Assessment Weight (%)	Offline
1 04-09-2024	Understand the definition and correlation of facilities and infrastructure with ECE development	Students can explain the relationship between space characteristics and child development	Theory-based analysis and language structure Form: Participatory Activity	Definition of ECE Facilities and Infrastructure	33	3%	Yes
2 11-09-2024	Understand the principles and needs of ECE facilities and infrastructure	Analyze principles and needs for ECE facilities	In-depth analysis based on theory/data Form: Participatory Activity	Principles and Needs of ECE Facilities	33	3%	Yes
3 18-09-2024	Understand interior and exterior concepts in ECE settings	Explain the definition and purpose of interior/exterior	Structured and deep explanation Form: Participatory Activity	Interior & Exterior Concepts	33	3%	Yes
4 25-09-2024	Identify interior and exterior principles and elements	Analyze space design factors in learning/play areas	Data/theory-based analysis Form: Participatory Activity	Interior & Exterior Principles and Elements	32	3%	Yes

5 **02-10-2024**	Analyze Montessori & Reggio Emilia facility design models	Explain characteristics of each model	Accuracy in analysis Form: Participatory Activity	Montessori & Reggio Emilia Models	32	3%	Yes
6 **09-10-2024**	Analyze BCCT & Area-based facility design models	Describe space design in both models	Data/theory-based explanation Form: Participatory Activity	BCCT & Area Models	33	3%	Yes
7 **16-10-2024**	Analyze Corner Learning Model in classroom setting	Identify classroom interior through observation	Observation accuracy and theoretical understanding Form: Participatory Activity	Corner Learning Model	30	3%	Yes
8 **23-10-2024**	Summative Test	1. Students answer mid term exam questions	Test Assessment Form : Test	Mid term exam	33	10%	Yes
9 **30-10-2024**	Understand the concept of ECE Learning Centers	Analyze and identify types of learning centers	Structured and theory-based analysis Form: Participatory Activity	Learning Center Concepts	33	3%	Yes
10 **06-11-2024**	Understand outdoor play area concepts	Explain principles and equipment of playgrounds	Comprehension and analysis of outdoor space	Outdoor Play Area Principles	32	3%	Yes

11 **13-11-2024**	Analyze media and equipment in playground	Describe playground layout and analyze it	Space design analysis and clarity Form: Participatory Activity	Playground Media & Layout	32	3%	Yes
12 **20-11-2024**	Understand ECE infrastructure management	Analyze selection, arrangement, maintenance of infrastructure	Theory-based structured explanation Form: Project/Product Assessment	ECE Facility Management	32	10%	Yes
13 **27-11-2024**	Design child-friendly playground areas	Create and explain playground design ideas	Creativity and design logic Form: Project/Product Assessment	Designing Play Areas	32	10%	Yes
14 **04-12-2024**	Show progress on playground design	Present revisions or updates on design	Progress depth and analysis Form: Project/Product Assessment	Playground Design Revision	32	15%	Yes
15 **11-12-2024**	Present final playground design	Present final results and design justification	Presentation skills and critical explanation Form: Project/Product Assessment	Final Design Output	31	15%	Yes
16 **18-12-2024**	Able to work on final exam questions	1. Students are able to work on final exam questions	Test Assessment Form : Test	Material from Weeks 9–15	33	10%	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

MIDTERM EXAM QUESTIONS
2022/2023

Course : Analysis and Design of Early Childhood Facilities
Lecturer : 1. Kartika Rinakit Adhe, M.Pd
2. Melia Dwi Widayanti, M.Pd.
Nature : Close Book

Instructions :
1. Write your answers using appropriate references
2. Write your answers without plagiarizing
3. If there are indications of cheating or recorded in the minutes of the implementation of the UTS, you are considered to have failed this UTS.

Introduction : Bhakti Pramanda 4 Surabaya Kindergarten has an outdoor and indoor play area for early childhood. This institution includes an institution that is available complete outdoor games such as swings, seesaws, swimming pools, and various indoor games that can educate children, but not all are in a proper condition, some are rusty and also have holes. On the other hand, this institution has provided indoor play areas in the form of center classes, such as preparation centers, beam centers, life skills centers, drama centers. This institution has a narrow and ineffective space. Below is a visualization of the school:

About :
1. Based on the data described in the introduction, analyze the needs of children for play areas! (25)
2. How to plan a proper children's play area? (25)
3. Describe the accessibility that children need in the play area! (25)
4. What is the strategy for organizing indoor play areas for children? (25)

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Answer Key and Scoring Guidelines for Essay Questions

Alternative answer	Settlement	Score

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1	Outdoor play area • Condition of outdoor play equipment • Condition Outdoor play area Indoor play area • Condition of indoor play equipment • Condition Indoor play equipment	**25**
2	Planning a play area for children consists of 1. Types of play areas 2. Safety and comfort 3. Barriers and separation 4. Directions and clues 5. Access and mobility 6. Model styling 7. Completeness of indoor play equipment	**25**
3	Each play area in the space is able to provide access to space and movement for children; Each play area can be easily accessed by children in choosing, using and putting back play equipment in the indoor area.	**25**
4	✦ Ensure shelves and containers are clearly labeled and materials are stored where they can be easily used. Educators can use drawings or photos to create labels; ✦ Chairs and tables are used in areas that require writing and drawing activities. Other areas can be carpeted or mats only. ✦ Due to the limited size of the room, two play areas can be combined. ✦ Expand children's freedom of movement and freedom of expression when playing in the indoor play area by using the floor for unfold the playground equipment.	**25**
	Total	**100**

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STUDENT WORKSHEET MIDTERM EXAM (UTS) 2022/2023			Test Score
Course	:	Analysis and Design of Early Childhood Facilities	
Facilites Grade	:	2022 A-c	
Day/Date	:		
Time	:		
Name/NIM	:	Isabel Wisnain - 22010684008	

1. Analyzing the needs of children for play areas involves considering both outdoor and indoor spaces. Children require safe and stimulating environments that promote physical activity, social interaction, and cognitive development. The presence of both outdoor and indoor play areas caters to different needs and preferences of children, allowing them to engage in various activities regardless of weather conditions. However, the condition of the play equipment, as described, needs improvement to ensure safety and functionality.	25
2. Planning a proper children's play area involves several steps: ▪ Assessing the available space and resources to determine the feasibility of incorporating outdoor and indoor play areas. ▪ Considering safety guidelines and regulations to ensure that play equipment is age-appropriate, well-maintained, and free from hazards. ▪ Designing a layout that maximizes space utilization and promotes a diverse range of play experiences, such as active play, imaginative play, and sensory exploration. ▪ Incorporating natural elements, such as plants and landscaping, to create a stimulating and aesthetically pleasing environment. ▪ Providing opportunities for both structured and unstructured play to accommodate different play styles and preferences.	25
3. Accessibility in the play area is essential to ensure that all children, including those with disabilities or special needs, can fully participate and benefit from play experiences. This includes: ▪ Ensuring that play equipment is accessible to children of all abilities, with features such as ramps, handrails, and adaptive swings. ▪ Providing clear pathways and designated play zones to facilitate easy navigation for children with mobility aids or visual impairments. ▪ Offering sensory-friendly elements, such as quiet spaces or tactile surfaces, to accommodate children with sensory sensitivities. ▪ Implementing inclusive practices and staff training to promote	25

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positive interactions and support the diverse needs of all children.	
4. The strategy for organizing indoor play areas for children involves creating engaging and educational environments that encourage exploration and creativity. This can be achieved by: ▪ Designating specific centers or zones within the indoor space, such as art centers, sensory centers, and dramatic play areas, to promote focused play and learning experiences. ▪ Providing a variety of materials and props that encourage open-ended play and imaginative expression. ▪ Incorporating age-appropriate activities and learning opportunities that align with the curriculum goals and developmental needs of the children. ▪ Ensuring that the indoor play areas are safe, well-maintained, and conducive to children's social interaction and collaboration. ▪ Offering opportunities for adult-guided activities and free play, allowing children to develop essential skills such as problem-solving, communication, and self-regulation.	25
Total Score	**100**

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STUDENT WORKSHEET MIDTERM EXAM (UTS) 2022/2023			Test Score
Course	:	Analysis and Design of Early Childhood Facilities	
Facilites Grade	:	2022 A-C	
Day/Date	:		
Time	:		
Name/NIM	:	Faradilla Mustafa / 22010684024	

1. Children have diverse needs for play areas, encompassing physical, cognitive, social, and emotional aspects. Physically, they require spaces that allow for active movement, aiding in the development of gross motor skills and coordination. Mentally, they need environments that stimulate creativity, problem-solving, and exploration, fostering cognitive development. Socially, play areas should facilitate interaction with peers, promoting cooperation, communication, and empathy. Emotionally, children benefit from play areas that offer opportunities for self-expression, risk-taking in a safe environment, and emotional regulation. Overall, play areas should be inclusive, safe, and engaging to support holistic child development.	20
2. Planning a proper children's play area involves several key steps. Firstly, assess the available space and consider factors such as safety regulations, accessibility, and visibility. Next, determine the target age range and design play equipment accordingly, ensuring a balance between challenging activities and age-appropriate play. Incorporate a variety of play elements such as swings, slides, climbing structures, and imaginative play zones to cater to different interests and abilities. Utilize durable materials that meet safety standards and require minimal maintenance. Provide adequate seating for caregivers and shade to protect children from the sun. Regularly inspect and maintain equipment to ensure safety and longevity. Lastly, consider incorporating natural elements and sensory experiences to enhance the play area's appeal	23
3. Accessibility in play areas is crucial to ensure that all children, regardless of ability, can fully participate. This includes providing wheelchair-accessible pathways, ramps, and ground-level play equipment. Ensure that play structures are designed with inclusive features such as sensory panels, tactile surfaces, and supportive seating options. Provide clear signage and wayfinding aids to assist children with navigation. Consider the needs of children with sensory sensitivities by incorporating quiet zones and minimizing auditory distractions. Train staff or volunteers to assist children with disabilities and promote an inclusive and welcoming environment for all visitors.	22
4. The strategy for organizing indoor play areas for children involves thoughtful planning to maximize space utilization and offer diverse play experiences. Start by defining the layout and zoning areas for different types of play activities, such as active play, quiet play, imaginative play,	25

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	and sensory play. Select indoor-friendly play equipment that is safe and age-appropriate, considering factors such as size, material, and ease of cleaning. Incorporate soft padding or flooring to cushion falls and reduce noise levels. Designate specific areas for different age groups to ensure safety and supervision. Offer amenities such as restrooms, seating areas, and snack stations for caregivers. Implement regular cleaning and sanitization protocols to maintain hygiene standards. Additionally, consider organizing themed events or educational programs to keep the indoor play area engaging and dynamic for children and families.	
Total Score		**90**

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STUDENT WORKSHEET MIDTERM EXAM (UTS) 2022/2023			Test Score
Course	:	Analysis and Design of Early Childhood Facilities	
Facilites Grade	:	2022 A-C	
Day/Date	:		
Time	:		
Name/NIM	:	Caesarea Sabrina - 22010684014	
1. Analyzing the needs of children for play areas involves considering various factors such as physical, cognitive, emotional, and social development. Children require play areas that stimulate their imagination, creativity, and curiosity. Additionally, they need spaces that promote physical activity, helping them develop gross and fine motor skills. Play areas should offer a variety of play equipment suitable for different age groups and abilities, ensuring inclusivity. Safety is paramount, so the design should minimize risks of injury while allowing for exploration and experimentation. Furthermore, children benefit from play areas that encourage social interaction, cooperation, and communication, fostering their social skills and emotional development. Lastly, the play area should provide opportunities for both structured and unstructured play, allowing children to engage in activities independently or collaboratively.			25
2. Planning a proper children's play area involves several considerations to ensure it meets the needs of children effectively. Firstly, assess the available space and consider factors such as safety, accessibility, and visibility. Incorporate a mix of play equipment that caters to different age groups and developmental stages. Ensure that the play area is divided into zones for various activities such as climbing, sliding, swinging, and imaginative play. Utilize safe and durable materials for construction, adhering to safety standards and regulations. Provide adequate seating areas for caregivers and shade to protect children from the sun. Additionally, consider incorporating natural elements such as plants and water features to enhance sensory experiences. Regular maintenance and supervision are essential to keep the play area clean, safe, and enjoyable for children.			23
3. Accessibility in a play area is crucial to ensure that all children, regardless of ability, can participate fully in play activities. This includes physical accessibility for children with mobility impairments, such as ramps, wide pathways, and ground-level play equipment. Ensure that play equipment is designed with inclusive features, such as sensory panels, adjustable heights, and supportive swings or seats. Provide clear signage and wayfinding aids to help children navigate the play area independently. Consider sensory aspects like texture, color,			22

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and sound to accommodate children with sensory sensitivities. Moreover, train staff or volunteers to assist children with disabilities and promote a culture of inclusivity and acceptance among all visitors to the play area.	
4. The strategy for organizing indoor play areas for children involves careful planning to maximize space utilization and offer diverse play experiences. Start by defining the layout and zoning areas for different types of play activities, such as active play, quiet play, imaginative play, and sensory play. Choose play equipment that is suitable for indoor use and complies with safety regulations. Designate specific areas for toddlers, preschoolers, and older children to ensure age- appropriate activities. Incorporate soft padding or flooring to cushion falls and reduce noise levels. Consider themes or interactive elements to stimulate children's imagination and engagement. Provide comfortable seating areas for caregivers and amenities such as restrooms and snack stations. Regularly sanitize the play area and equipment to maintain hygiene standards. Additionally, offer programming or events to keep the indoor play area engaging and dynamic for children and families.	25
Total Score	**95**

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FINAL EXAM SCRIPT FOR ODD SEMESTER 2021/2022

Course : Analysis and Design of Early Childhood Facilities
Lecturer : 1. Kartika Rinakit Adhe, M.Pd
2. Melia Dwi Widayanti, 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. In your opinion, what is the urgency of organizing indoor and outdoor play spaces for early childhood? (score 15)
2. Explain the scope of indoor and outdoor playroom arrangement? (score 20)
3. What are the benefits of organizing indoor and outdoor play spaces? (score 15)
4. What factors do you think influence the design of a children's classroom? Explain (score 25)
5. Indoor and outdoor play spaces for young children must be accessible. What does accessible mean? How to make a play space accessible? (score 25)

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STUDENT WORKSHEET MIDTERM EXAM (UTS) 2022/2023			Test Score
Course	:	Analysis and Design of Early Childhood Facilities	
Facilites Grade	:	1. Kartika Rinakit Adhe, M.Pd 2. Melia Dwi Widayanti, M.Pd.	
Day/Date	:		
Time	:		
Name/NIM	:	Isabel Wisnain - 22010684008	
1. Organizing indoor and outdoor play spaces for early childhood is urgent as it directly impacts children's physical, social, emotional, and cognitive development. Through play, children learn essential skills such as problem-solving, communication, and cooperation, which are crucial for their overall growth and future success.			15
2. The scope of indoor playroom arrangement includes creating designated areas for various activities such as imaginative play, sensory exploration, and fine motor skill development. Outdoor play space arrangement involves providing safe and stimulating environments for physical activity, social interaction, and connection with nature.			15
3. The benefits of organizing indoor and outdoor play spaces include promoting physical health and gross motor skill development, fostering social skills and cooperation, stimulating creativity and imagination, reducing stress and anxiety, and supporting overall cognitive development.			15
4. Factors influencing the design of a children's classroom include age and developmental stage of children, safety considerations, accessibility for all children, flexibility of space to accommodate various activities, incorporation of natural elements and stimulating materials, and alignment with educational goals and curriculum requirements.			25
5. Making a play space accessible means ensuring that all children, regardless of ability or disability, can fully participate and benefit from play experiences. This includes providing ramps and handrails for mobility, sensory-friendly elements for children with sensory sensitivities, clear pathways for navigation, and inclusive play equipment that accommodates diverse needs. Additionally, staff training and inclusive practices are essential to promote positive interactions and support the diverse needs of all children.			25
Total Score			**95**

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STUDENT WORKSHEET MIDTERM EXAM (UTS) 2022/2023			Test Score
Course	:	Analysis and Design of Early Childhood Facilities	
Facilites Grade	:	2022 A-C	
Day/Date	:		
Time	:		
Name/NIM	:	Caesarea Sabrina - 22010684014	

1. The urgency of organizing indoor and outdoor play spaces for early childhood lies in their critical role in fostering holistic development. These spaces provide avenues for physical activity, social interaction, creativity, and cognitive growth, which are vital during the formative years. They contribute significantly to children's physical health, emotional well-being, and cognitive skills, laying the foundation for lifelong learning and healthy development. — 15

2. The scope of indoor and outdoor playroom arrangement encompasses various aspects aimed at creating enriching environments for children's play and development. — 20
   - Space Layout: Determine the layout of the playroom or play are considering factors such as available space, zoning for different typ of play activities, and circulation paths for children and caregivers.
   - Safety Measures: Implement safety features to ensure that the pl environment is secure for children. This includes selecting ag appropriate equipment, using soft padding or flooring to cushion fal and adhering to safety regulations and guidelines.
   - Age-Appropriate Activities: Offer a range of activities tailored to t developmental stages and interests of the children. Provide optio for active play, imaginative play, sensory exploration, and qui activities to cater to diverse needs.
   - Accessibility: Ensure that the play space is accessible to all childre including those with disabilities. This involves providing wheelcha accessible pathways, ramps, and ground-level play equipment, as we as considering sensory needs and wayfinding aids.
   - Play Equipment and Furnishings: Select play equipment, toys, a furnishings that are safe, durable, and stimulate learning an creativity Consider incorporating a variety of materials, textures, an colors t engage children's senses and promote exploration.
   - Natural Elements: Integrate natural elements such as plants, tree rocks, and water features into outdoor play spaces to provi opportunities for sensory experiences and connection with nature.
   - Social Interaction: Designate areas for group play and collaborati activities to encourage social interaction, cooperation, ar communication among children. Consider incorporating seating are for caregivers to facilitate supervision and engagement.

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• Educational Opportunities: Create opportunities for learning throug play by incorporating educational themes, interactive exhibits, an hands-on experiences into the play environment. Encoura exploration, problem-solving, and critical thinking skills throug play-based activities. • Maintenance and Sustainability: Establish regular maintenan routines to ensure the cleanliness, safety, and functionality of the pl space. Consider sustainable practices such as using eco-friend materials, conserving water, and promoting environment stewardship. By considering these aspects, indoor and outdoor playroom arrangements can provide stimulating, safe, and inclusive environments that support children's growth, development, and well-being.	
3. The benefits of organizing indoor and outdoor play spaces include: • Physical Health: Encourages physical activity, improving gross mot skills, coordination, and overall fitness. • Social Development: Fosters social interaction, cooperation, communication, and teamwork among children. • Emotional Well-being: Provides opportunities for self-expression, creativity, and emotional regulation. • Cognitive Development: Stimulates imagination, problem-solving skills, critical thinking, and language development. • . Connection with Nature: Outdoor play spaces offer exposure to natural elements, promoting environmental awareness and appreciation. • Holistic Development: Integrates various aspects of development, supporting overall growth and well-roundedness in children.	15
4. Several factors influence the design of a children's classroom, including: • Age and Developmental Stage: The age and developmental stage of the children using the classroom are crucial considerations. Younger children may require more open, flexible spaces with areas for active play and exploration, while older children may benefit from defined learning zones for focused activities. • Curriculum Goals and Educational Philosophy: The curriculum goals and educational philosophy of the institution or educator guide the design of the classroom. For example, a classroom focused on hands-on, experiential learning may feature spaces for group collaboration, project-based work, and sensory exploration. • Safety Regulations: Safety regulations and guidelines must be followed to ensure the well-being of children. This includes considerations such as age-appropriate furniture, childproofing measures, fire safety exits, and accessibility features for children	25

with disabilities. • Space and Resources: The available space and resources within the classroom influence its design. Classrooms with limited space may require creative solutions for maximizing useable areas, while classrooms with ample space can accommodate various learning zones and activities. • Flexibility: Flexibility in design allows for adaptability to different teaching methods, learning activities, and classroom arrangements. Flexible furniture, movable partitions, and multipurpose areas enable teachers to modify the classroom layout to suit different instructional needs and accommodate changing group sizes. • Comfort and Ergonomics: Considerations for children's comfort and ergonomics are essential in classroom design. Furniture should be appropriately sized for children, ergonomic, and comfortable to support extended periods of sitting and learning. Additionally, adequate lighting, ventilation, and acoustics contribute to a conducive learning environment. • Engagement and Motivation: Design elements that enhance engagement and motivation are incorporated into the classroom. This may include interactive displays, learning centers, educational materials, and technology integration to stimulate curiosity, exploration, and active participation in learning. • Inclusivity: Designing a classroom that is inclusive and accessible to all children is paramount. This involves considerations for children with diverse needs, including those with disabilities, sensory sensitivities, or language barriers. Accessibility features, such as wheelchair ramps, visual aids, and bilingual resources, promote equal participation and engagement for all children.	
5. Accessibility refers to the design and provision of facilities, environments, and resources that can be used and enjoyed by individuals with diverse abilities, including those with disabilities. In the context of indoor and outdoor play spaces for young children, accessibility means ensuring that all children, regardless of their physical, sensory, or cognitive abilities, can fully participate in play activities and access the play environment.	25
Total Score	**100**

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STUDENT WORKSHEET MIDTERM EXAM (UTS) 2022/2023			Test Score
Course	:	Analysis and Design of Early Childhood Facilities	
Facilites Grade	:	2022 A-C	
Day/Date	:		
Time	:		
Name/NIM	:	Faradilla Mustafa / 22010684024	

1. Accessibility refers to the design and provision of facilities, environments, and resources that can be used and enjoyed by individuals with diverse abilities, including those with disabilities. In the context of indoor and outdoor play spaces for young children, accessibility means ensuring that all children, regardless of their physical, sensory, or cognitive abilities, can fully participate in play activities and access the play environment.	15
2. The scope of indoor playroom arrangement involves creating diverse environments that cater to various types of play, such as active play, imaginative play, sensory play, and quiet activities, ensuring a balanced and stimulating space for children's development. Outdoor playroom arrangement focuses on utilizing natural elements, providing open spaces, and incorporating play structures to encourage physical activity, exploration, connection with nature, and social interaction, promoting holistic development and well-being in children.	15
3. Organizing indoor and outdoor play spaces provides children with diverse opportunities for physical activity, social interaction, creativity, and exploration, fostering holistic development and well-being.. Indoor and outdoor play spaces offer environments where children can develop essential skills such as problem-solving, communication, cooperation, and resilience through play-based learning experiences.	15
4. Age and developmental stage of the children: Classroom design must consider the specific needs and abilities of the children in terms of furniture size, layout, and learning activities. Educational philosophy and curriculum goals: The design should align with the educational approach and goals of the institution, supporting teaching methods, and facilitating the desired learning outcomes. Safety regulations and accessibility: Classroom design must adhere to safety standards and provide accessibility features to ensure all children can participate fully in learning activities.	25
5. Design the play space to promote social inclusion and interaction among children of all abilities. Include seating areas, gathering spaces, and cooperative play activities that encourage collaboration, communication, and friendship-building. By incorporating these strategies, indoor and outdoor play spaces can be made accessible, allowing all children to participate fully in play activities and enjoy the	25

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benefits of physical activity, social interaction, and creative exploration.	
Total Score	**95**

Attitude Assessment Result

Student Name : Raka Wiratama
NIM : 24010684027
Course : Analysis and Design of Early Childhood Facilities
Assessment Period : Project Week 11 - end

Assessment Indicator	Score	Observation Notes
Responsibility	87	Raka consistently submitted assignments on time and showed attention to detail.
Team Collaboration	83	Worked well in the group but occasionally needed reminders to support quieter members.
Integrity & Ethics	88	Maintained academic honesty and was respectful to all peers during discussions.
Commitment to Quality	83	Demonstrated effort to improve, though feedback was not always fully implemented

Scoring Summary:
Total Score: 85,25

Final Grade: Excellent

Evaluator Comments:
Raka has shown strong responsibility and ethical behavior throughout the course. With more proactive collaboration and deeper application of feedback, he will become a model student in team-based design projects.

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Project Instructions : Proposal for Kindergarten Facility Design and Analysis
Course : Analysis and Design of Early Childhood Facilities
Project Type : Group
Submission Format : Printed document and/or digital PDF + visual materials (e.g., layout, sketches, diagrams)

Project Title:
Design Proposal and Environmental Analysis of an Early Childhood Learning Facility (Kindergarten)

Objective:
To develop a professional, evidence-based design proposal for a kindergarten learning environment that supports optimal child development, meets safety and accessibility standards, and reflects Developmentally Appropriate Practice (DAP).

Project Components:
Cover Page and Team Identity

Project title: Group members and NIM

Institution, course name, and lecturer

Introduction: Background of the importance of ECE environment, Purpose of the proposal, Target user (age group, special needs if any)
Environmental Analysis (2–3 pages) : Description of the existing facility or site (real or hypothetical)
Identification of needs, problems, and potentials
Data collection (observation, photos, interviews, etc.)
Design Concept and Rationale (3–4 pages)
Zoning and space function (classroom, play area, toilet, etc.)
Materials and furniture recommendations
Safety, hygiene, inclusivity, accessibility, and aesthetic aspects, Integration of DAP and child-centered principles
Visual Support (minimum 2 pages)
Sketches, floor plans, 3D mockups, or layout diagrams
Annotated photos or drawings with explanations, Conclusion and Reflection
Summary of the key ideas: Benefits for children, teachers, and school stakeholder
Reflection on group learning and collaboration
References

At least 5 academic sources (APA style)

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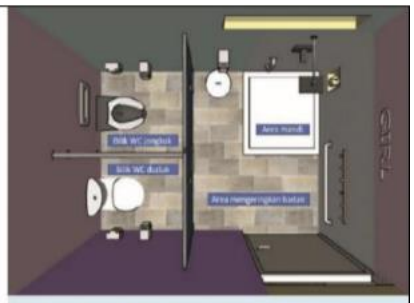
Example:

- Pada area shower perlu diberikan penurunan level lantai lebih kurang 3-5 cm, agar air buangan mudah mengalir ke *floor drain*

- Tinggi bilik WC dan dan bilik shower dari lantai sampai ujung pintu lebih kurang 1,5 m, dan terdapat lubang dibagian bawah pintu setinggi 30-50 cm agar dapat dipantau orang dewasa dari luar ruang
- Arah bukaan bilik menuju keluar



JAMBAN ANAK PEREMPUAN

Ukuran luas minimal 6 m2, terdiri dari:

- Bilik WC duduk (luas min 1,5 m2),
- Bilik WC jongkok luas min 1,5 m2
- Area mandi luas 1 m
- Area mengeringkan badan seluas min 3 m2)

Komponen dalam jamban anak perempuan

Area mengeringkan badan

10. Tempat sampah tertutup terbuat dari material tahan air
11. Tempat tissue gulung
12. Pegangan tangan untuk anak yang menggunakan kursi roda
13. Tempat gantungan baju dengan ketinggian yang mudah dijangkau anak

Bilik WC Jongkok

1. Kloset Anak
2. Tempat sabun cair
3. Tempat tissue gulung

Bilik WC Duduk

4. Kloset Anak
5. Tempat sabun cair
6. Tempat tissue

Area Shower

7. Shower
8. Tempat pegangan ta ngan
9. Tempat sabun mandi

Untuk ruang jamban anak yang memiliki luas terbatas, maka shower anak dapat diletakkan di luar bilik WC, namun tetap diterhalang oleh pintu luar. Luas area shower minimal 1x1 m, dengan pembatas lantai agar air buangan tidak mengganggu area lain.

PEMILIHAN MATERIAL

1. Penggunaan material dinding kamar mandi perlu memperhatikar kelembaban, sehingga membutuhkan cat yang tahan air. Termasuk dekat shower dibutuhkan dinding yang tahan air, seperti keramik
2. Penggunaan material lantai yang tidak licin dan diusahakan mudah untuk dibersihkan/dipel
3. Penggunaan pintu pada bilik WC diusahakan yang tahan air, seperti vinyl/PVC/Upvc atau HPL atau alumunium atau galvalum atau kayu dengan lapisan tahan air

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No	Ruangan	Kebutuhan	Gambar
1	Ruang Bayi	• Air Hangat • Bak Mandi Bayi Dedicated • Usia 0-7 bulan memakai box • Usia 8 bulan – 1.5 tahun diperlukan level tambahan ditambah dengan kasur busa yang tebal • Speaker white noise • Ruang kedap suara • Jendela dijadikan tembok • Exhaust Fan • Pemilihan jedela yang panjang diatas tidak kebawah • Ruang laktasi diganti dengan ruang bermain bayi • Air Purifier	 
Ruang aktivitas indoor	• Meja dan kursi bundar • Lemari APE lebih tinggi dari anak dan tidak lebih dari guru • Karpet bermain (Evamat/rubbermat) • Akan dibagi persentra yang akan di detailakan oleh tenaga ahli	 

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Ruang aktivitas outdoor	• Diperlukan gea acare • Wastafel + cuci kaki di dekat kamar mandi	  

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Product Assessment Result

Course : Analysis and Design of Early Childhood Facilities
Student Name : Aulia Rahmah Putri
Project Title : Inclusive and Child-Friendly Kindergarten Design for Urban PAUD Center

Assessment Rubric

Assessment Indicator	Score	Observation Notes
Depth of Environmental Analysis	89	The student conducted a comprehensive site analysis, including observation data, stakeholder interviews, and environmental mapping of risks and potentials.
Design Relevance to ECE Needs	87	The proposed facility layout promotes gross motor skills, sensory exploration, and autonomy, all aligned with DAP and inclusive education principles.
Clarity and Organization of Proposal	82	The proposal is well-structured with logical flow; however, some sections could benefit from clearer subheadings and transitions between ideas.
Visual and Technical Support	90	The student provided detailed floor plans, functional zone layouts, and labeled diagrams that enhance understanding of spatial planning and furniture placement.

Total Score: 87

Final Grade: Excellent

Evaluator's Feedback:
Aulia demonstrates exceptional understanding of how the built environment impacts early childhood development. Her proposal not only reflects strong technical planning skills but also a deep sensitivity to children's needs. Minor improvements in narrative clarity will make the work even more professional.