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2025

PORTOFOLIO

Early Childhood Development

Faculty of Education
State University of Surabaya

Surabaya
Jl. Lidah Wetan, Jawa Timur 60213

	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
Early Childhood Development	8620703248	Compulsory Courses of Study Program	T=3	P=0	ECTS=4.77	1	August 1, 2024

AUTHORIZATION	SP Developer	Subject Group Coordinator	Study Program Coordinator
	Eka Cahya Maulidiyah, M.Pd.	Muhammad Reza, S.Psi, M.Si.	Dr. Kartika Rinakit Adhe, S.Pd., M.Pd.

Learning model	**Case Study**

Program Learning Outcomes (PLO)

PLO Study program charged to the course

PLO-3	Develop logical, critical, systematic and creative thinking in carrying out specific work in the field of expertise and in accordance with the work competency standards in the relevant field.
PLO-8	Mastering developmental stages, healthy living concepts, and parenting techniques to optimize early childhood development

Program Objectives (PO)

PO - 1	Students are able to deeply understand the principles of physical, cognitive, socio-emotional, and language development in early childhood, and are able to relate these principles in designing and implementing educational programs.
PO - 2	Students are able to master various teaching strategies that are appropriate to the characteristics of early childhood development, including the use of play approaches, project-based learning, and the use of appropriate learning media.
PO - 3	Students are able to apply logical thinking to deeply understand the concepts of physical, cognitive, socio-emotional, and language development in early childhood, and use critical thinking to evaluate various related theories and research.
PO - 4	Students are able to master various parenting techniques supported by scientific evidence, including techniques for providing stimulation, providing emotional support, and forming positive habits.

PLO-PO Matrix

PO	PLO-3	PLO-8
PO-1		✓
PO-2		✓
PO-3	✓	
PO-4		✓

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								✓								
PO-4																

Brief Description of Course	This course provides an in-depth exploration of the patterns of growth and development in Early Childhood (AUD – Anak Usia Dini), encompassing physical, cognitive, emotional, and social domains. It critically examines the stages and characteristics of child development from prenatal to early childhood, highlighting both normative milestones and variations in developmental trajectories.Students will analyze various factors that influence development, including genetic, environmental, cultural, and socioeconomic elements. The course also addresses common developmental challenges and disorders in early childhood, offering insights into early detection, intervention strategies, and appropriate handling techniques within educational and familial contexts.A key component of the course is the integration of findings from neuroscience to deepen understanding of how brain development impacts learning, behavior, and emotional regulation during early childhood. Students will be introduced to basic neuroscience concepts and how advances in brain research inform contemporary approaches to early childhood education and caregiving.

	Through lectures, case studies, and research-based discussions, this course aims to equip students with a comprehensive and interdisciplinary perspective on child development, empowering them to make informed decisions in their roles as educators, researchers, or policy makers in early childhood education.
Library	**Main :**

1. Hurlock, Elizabeth. 2008. Perkembangan. Jakarta: Airlangga.
2. Benokraitis, Nijole V. 2011. Marriages & Families . New York: Pearson.
3. Santrock, John W. . 2009. Perkembangan Anak Jilid I. Jakarta: Airlangga..
4. Engel, Joyce K. 2006. Pocket Guide Series Pediatric Assessment . Missouri: Mosby Elsevier.
5. Byrd-Bredbenner, Carol, dkk. 2009. Wardlaw's Perspectives in Nutrition Eighth Edition . New York: Higher Education.
6. Hay, William W, dkk. 2011. Current Diagnosis & Treatment Pediatric 20th Edition . New York: Mc Graw Hill Lange.
7. Illingworth, Ronald S. 1979. The Normal Child (Some Problems of The Early Years and Their Treatment) . New York: Churchill Livingstone.

Supporters :

1. Azizah, C., Hasanah, U., Komalasari, D., Saroinsong, W. P., & Ningrum, M. A. (2022). Pengembangan Permainan Engklek Kucing (ENGCI) untuk Menstimulasi Kemampuan Motorik Kasar Anak Usia 5-6 Tahun. SELING: Jurnal Program Studi PGRA, 8(2), 208–219. https://doi.org/10.29062/SELING.V8I2.1235
2. Hasibuan, R., & Ningrum, M. A. (2016). Pengaruh Bermain Outdoor Dan Kegiatan Finger Painting Terhadap Kreativitas Anak Usia Dini. JP (Jurnal Pendidikan): Teori dan Praktik, 1(1), 73-81.
3. Ningrum, M. A., Lischa, D. C. N. N., & Maziyatul, H. (2023). Meningkatkan Kemampuan Motorik Kasar Melalui Permainan Halang Rintang pada Anak Usia Dini. Jurnal obsesi: jurnal Pendidikan Anak Usia Dini, 7(5), 5133-5142.
4. Nursalim, M., Sujarwanto, M. P., Yuliana, I., Rifayanti, Z. E. T., Jannah, N. L., Adhe, K. R., ... & M Bambang Edi Siswanto, M. (2022). Antologi Neurosains dalam Pendidikan. Jakad Media Publishing.
5. Fitri, R., Reza, M., & Ningrum, M. A. (2020). Instrumen kesiapan belajar: asesmen non-tes untuk mengukur kesiapan belajar anak usia dini dalam perspektif neurosains. JP2KG AUD (Jurnal Pendidikan, Pengasuhan, Kesehatan Dan Gizi Anak Usia Dini), 1(1), 17-32.
6. Ningrum, M. A., Maulidiyah, E. C., & Khotimah, N. (2020). Pelatihan Pembuatan Fun Games bagi Guru PAUD di Kabupaten Jombang Jawa Timur. Jurnal Pengabdian Pada Masyarakat, 5(3), 724-732.

Supporting lecturer	Muhammad Reza, S.Psi., M.Si. Eka Cahya Maulidiyah, S.Pd., 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	Understanding of AUD growth and development patterns	1. Defining the meaning of AUD 2. Explaining the growth and development patterns of AUD	**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 3 X 50		**Material:** child development concept **Bibliography:** *Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.*	2%
2	Able to understand the principles of AUD development	1. Discuss the principles of AUD development 2. Highlighting the importance of AUD growth and development	**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 3 X 50		**Material:** principles of child development **Bibliography:** *Santrock, John W. . 2009. Child Development Volume I. Jakarta: Airlangga..*	3%

3	Able to understand prenatal growth and development	1. Analyze prenatal growth stages 2. Analyze the stages of prenatal 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 do not listen to the lecturer's explanation properly **Assessment Form** : Participatory Activity	Scientific 3 X 50		**Material:** child development in the womb **Bibliography:** *Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.*	2%
4	Able to understand prenatal and postnatal development	1. Explaining the importance of prenatal development 2. Highlighting the importance of postnatal 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 do not listen to the lecturer's explanation properly **Assessment Form** : Participatory Activity	Scientific 3 X 50		**Material:** child development in the womb **Bibliography:** *Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.*	3%
5	Able to understand the growth and development of the AUD brain	1. Highlighting the importance of understanding AUD brain growth and development 2. Explaining the structure and function of the brain 3. Explaining the right stimulation for AUD brain growth and 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 do not listen to the lecturer's explanation properly **Assessment Form** : Portfolio Assessment	Scientific 3 X 50		**Material:** child development **Bibliography:** *Santrock, John W. . 2009. Child Development Volume I. Jakarta: Airlangga..*	5%
6	Able to understand perinatal growth and development (when born)	Explain perinatal growth and development (when born)	**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 3 X 50		**Material:** child development **Bibliography:** *Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.*	5%

7	Able to study the growth and development of children who are given breast milk and formula milk	1. Identifying the growth and development of breastfed children 2. Identifying the growth and development of children fed formula milk	**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	Scientific 3 X 50		**Subject:** Child Health and Nutrition **References:** *Byrd-Bredbenner, Carol, et al. 2009. Wardlaw's Perspectives in Nutrition Eighth Edition . New York: Higher Education.*	10%
8	Summative Test	able to conduct analysis Students are able to apply logical thinking to deeply understand the concepts of physical, cognitive, socio-emotional, and language development in early childhood, and use critical thinking to evaluate various related theories and research.	**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	Written Exam 3 X 50		**Material:** early childhood problems **References:** *Illingworth, Ronald S. 1979. The Normal Child (Some Problems of the Early Years and Their Treatment). New York: Churchill Livingstone.*	15%
9	Able to assess the growth and development of children whose parents are busy working and parents who have a lot of time at home.	1. Explaining the growth and development of children whose parents are busy working 2. Explaining the growth and development of children whose parents have a lot of time at home	**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	Scientific 3 X 50		**Material:** development **Bibliography:** *Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.*	2%
10	Able to assess the growth and development of children who are admitted to PAUD institutions and those who are not admitted to PAUD institutions	1. Explaining the growth and development of children who are admitted to PAUD institutions 2. Explaining the growth and development of children who are not included in PAUD institutions	**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 Activity	Humanistic 3 X 50		**Material:** Children's problems **Bibliography:** *Benokraitis, Nijole V. 2011. Marriages & Families . New York: Pearson.*	3%

11	Able to assess the characteristics of AUD's physical motor development, problems experienced and their handling.	1. Identifying the characteristics of AUD physical motor development 2. Explaining physical motor problems of AUD 3. Explaining the proper handling for physical motor problems of AUD	**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** : Portfolio Assessment	Case Study 3 X 50		**Material:** children's problems **References:** *Illingworth, Ronald S. 1979. The Normal Child (Some Problems of the Early Years and Their Treatment). New York: Churchill Livingstone.*	5%
12	Able to assess the characteristics of AUD cognitive development, problems experienced and their treatment	1. Identifying the characteristics of AUD cognitive development 2. Explaining cognitive problems of AUD 3. Explaining the appropriate treatment for AUD cognitive problems	**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** : Portfolio Assessment	Scientific, Humanistic 3 X 50		**Material:** cognitive development **Bibliography:** *Santrock, John W. . 2009. Child Development Volume I. Jakarta: Airlangga..*	5%
13	Able to examine the characteristics of AUD language development, problems experienced and how to handle them	1. Identifying the characteristics of AUD language development 2. Explaining AUD language problems 3. Explaining the proper handling of AUD language problems	**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 Activity	Scientific, Humanistic 3 X 50		**Material:** children's problems **Bibliography:** *Engel, Joyce K. 2006. Pocket Guide Series Pediatric Assessment. Missouri: Mosby Elsevier.*	5%
14	Able to assess the characteristics of AUD's social emotional development, problems experienced and how to handle them	1. Identifying the characteristics of AUD social emotional development 2. Explaining social emotional problems of AUD 3. Explaining the appropriate treatment for AUD social emotional problems	**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 Activity	Scientific, Humanistic 3 X 50		**Material:** Children's problems **Bibliography:** *Azizah, C., Hasanah, U., Komalasari, D., Saroinsong, WP, & Ningrum, MA (2022). Development of the Engklek Kucing Game (ENGCI) to Stimulate Gross Motor Skills of 5-6 Year Old Children. SELING: Journal of PGRA Study Program, 8(2), 208–219. https://doi.org/...*	10%

15	Able to examine the characteristics of the development of AUD religious morals, problems experienced and how to handle them	1. Identifying the characteristics of AUD's religious moral development 2. Explaining the moral problems of AUD religion 3. Explaining the proper handling of religious moral problems in AUD	**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 Activity	Scientific, Humanistic 3 X 50		**Material:** children's problems **Bibliography:** *Engel, Joyce K. 2006. Pocket Guide Series Pediatric Assessment. Missouri: Mosby Elsevier.*	10%
16	Able to work on US questions	Students are able to work on US questions	**Criteria:** 1.3 = Students are able to answer and understand written test questions very well. 2.2 = Students are able to answer and understand written test questions well. 3.1 = Students are unable to answer and understand the written test questions well. **Assessment Form** : Test	Scientific 3 X 50		**Material:** child development **Bibliography:** *Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.* **Material:** Integrative Holistic PAUD **Bibliography:** *Ningrum, MA, Hasibuan, R., & Fitri, R. (2023). Integrative holistic PAUD with Pancasila student profile dimensions. Obsesi Journal: Journal of Early Childhood Education, 7(1), 563-574.*	15%

Recap of Evaluation Percentage: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	50%
2.	Assignment	20%
2.	Exam Paper	50%
		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 September 23, 2024

Coordinator of the S1 Study Program in Early Childhood Education Teacher Education	**UPM** S1 Study Program Early Childhood Education Teacher Education
Dr. Kartika Rinakit Adhe, S.Pd., M.Pd.	Dr. Kartika Rinakit Adhe, S.Pd., M.Pd.
NIDN 0015069001	NIDN 0015069001

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ANNEX

ASSESSMENT RUBRIC

2024

Annex Portfolio Early Child Development

1. Final Grade Determination

No	Valuation	Weight
1	Performance	50%
2	Assignment	20%
3	Exam Paper	30%
	Total	100%

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

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

3. Assessment Technique

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

4. Paper and Presentation Scoring Rubric of Case Study

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

5. Rubric For Scoring Papers and Case Study Assignment

No.	Assessment Aspect	Description of Assessment Criteria	Score 85-100 (Excellent)	Score 70-84 (Good)	Score 55-70 (Enough)	Score 0-54 (Less)
1	**Case Identification and Description**	Clarity and completeness in describing the child and the developmental context observed.	Identification is very clear, complete and contextualized.	Clear enough, just lacking in context or detail.	Identification is still incomplete and lacking context.	Very minimal or not explained.
2	**Analysis of AUD Developmental Aspects**	Depth of developmental analysis (physical, cognitive, social-emotional, language, moral/spiritual).	All aspects are studied in depth and concretely.	Most aspects are explained quite well.	Explanations are superficial or only focus on 1-2 aspects.	There is almost no aspect analysis.
3	**Theory Relevance**	Appropriateness and accuracy of child development theory in explaining case data.	Theory is very precise and in-depth in the analysis.	Theory is appropriate and used functionally.	Theories are used in general terms and lack relevance.	Does not use theory or is irrelevant.
4	**Solutions and Recommendations**	Appropriateness of suggestions/interventions for children's developmental needs based on the results of the analysis.	Realistic, applicable, theory-based and contextualized solutions.	Solutions are relevant and contextualized.	Solutions are still general and not precise enough.	None or irrelevant.
5	**Structure and Systematics of Papers**	Neatness and completeness of writing structure (introduction, body, conclusion), and logical flow.	Very systematic and easy to follow.	Generally systematic but some parts are less consistent.	Less systematic, difficult to follow.	Not systematic at all.
6	**Quality and Use of References**	The number, relevance, and currency of scientific references in support of the content of the paper.	Use ≥3 relevant and up-to-date scientific references.	Use 2-3 references that are relevant enough.	Less than 2 references or less support for analysis.	No references or unscientific.
7	**Clarity and Style of Oral Delivery**	Ability to deliver material with confidence, articulation, and expression during presentation.	Very clear, confident, engaging.	Fairly clear, somewhat monotonous or lacking in confidence.	Less clear, read a lot of text.	Not masterful and very unclear.
8	**Presentation Media Creativity**	Use of media/tools to deliver presentation	The media is very engaging and supports	The media is quite interesting and informative.	Simple media, less supportive.	None or irrelevant.

6. Rubric For Scoring Exam Paper

No.	Assessment Aspect	Description of Assessment Criteria	Score 85-100 (Excellent)	Score 70-84 (Good)	Score 55-70 (Enough)	Score 0-54 (Less)
1	**Content Knowledge**	Depth of understanding and relevance to the topic.	Excellent understanding; comprehensive and insightful coverage.	Good understanding; covers important concepts well.	Some understanding; includes basic relevant content.	Lacks understanding; minimal relevant content.
2	**Analysis and Interpretation**	Ability to analyze and interpret information effectively.	Insightful analysis; exceptional critical thinking with nuanced interpretation.	Good analysis; demonstrates clear critical thinking and insight.	Basic analysis; some critical thinking evident, but lacks depth.	Poor analysis; lacks depth and critical thinking.
3	**Clarity and Organization**	Structure, clarity, and coherence of the paper.	Very organized; exceptionally clear and coherent presentation of ideas.	Clear organization; well-structured with logical flow.	Some organization; ideas presented but lack coherence.	Disorganized; ideas are unclear and hard to follow.
4	**Use of Evidence**	Quality and relevance of evidence provided.	Strong evidence; compelling and well-integrated support for claims.	Relevant evidence; supports claims effectively.	Some evidence; limited relevance and insufficient support.	No evidence; claims unsupported.
5	**Mechanics and Grammar**	Correct use of grammar, punctuation, and spelling.	No errors; polished and professional writing.	Few errors; minor issues that do not impede understanding.	Frequent errors; some impact on readability.	Many errors; significantly detracts from readability.

7. Student Attitude Assessment Rubric

Criterion	Score 85-100 (Excellent)	Score 70-84 (Good)	Score 55-69 (Enough)	Score 0-54 (Less)
Responsibility	Always completes tasks on time and follows instructions.	Completes tasks with slight delays.	Requires reminders to complete tasks.	Fails to complete tasks.
Independence	Highly independent in learning and completing tasks without relying on others.	Occasionally independent, occasionally requires guidance.	Occasionally relies on others for assignments.	Rarely completes assignments independently.
Academic Honesty	Shows full integrity; no indication of cheating or plagiarism on assignments/exams.	Generally honest, with occasional unintentional errors.	Some signs of minor plagiarism or ethical lapses.	Engages in academic dishonesty frequently.
Ethics & Discipline	Always polite, respectful, and responsible.	Usually polite and respectful.	Sometimes disrespectful or disruptive.	Frequently disruptive or disrespectful.

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ANNEX

COURSE ACTIVITIES RECORDS

2024

KEMENTERIAN PENDIDIKAN TINGGI, SAINS, DAN TEKNOLOGI
UNIVERSITAS NEGERI SURABAYA

Jl. Lidah Wetan, Surabaya - 60213
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PRESENSI KULIAH

Periode 2024/2025 Gasal

Mata Kuliah : Perkembangan Anak Usia Dini
Kelas : 2024A
Prodi : S1 Pendidikan Guru Pendidikan Anak Usia Dini

Dosen : Muhammad Reza, S.Psi., M.Si.
Eka Cahya Maulidiyah, S.Pd., M.Pd.

No	NIM	Nama Mahasiswa	Pertemuan Ke																%
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
			04 Sep 24	11 Sep 24	18 Sep 24	25 Sep 24	02 Oct 24	09 Oct 24	16 Oct 24	23 Oct 24	30 Oct 24	06 Nov 24	13 Nov 24	20 Nov 24	27 Nov 24	04 Dec 24	11 Dec 24		
1.	24010684016	MAUHIBATUL FAUZIYAH TAFIDAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
2.	24010684019	RAFIF DHINI HENDIKA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
3.	24010684023	FETRIN AURA AINILAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
4.	24010684028	IMRO'ATUL MUFLIKHAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
5.	24010684029	DEWI AZKA TAZKIYAH AULA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
6.	24010684032	ARLINTANG VENOSA AZANI PUTRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
7.	24010684047	RINDA AULIA FEBRIYANTI	H	H	H	H	H	H	H	H	H	S	H	H	H	H	H		93.8 %
8.	24010684048	SEKAR RINONCE AZKAMSYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
9.	24010684049	ARWEN CHINYA NAHUM KAAHUMANU	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
10.	24010684070	HINDI ARVITA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
11.	24010684071	SALMA RESPATI ALIYYURAHMA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
12.	24010684081	NAJWA AULIYA NADIAN SYIAR	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
13.	24010684091	SITI PUTRI LAILIYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
14.	24010684106	NABILA SALMA RAMADANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
15.	24010684109	AILA RAKMADANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
16.	24010684110	AULIARIFA NURRAHMA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
17.	24010684117	AMALIA RAHMAH SAKINA UTOMO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
18.	24010684120	MIFTHACHUL RIZKI INDRIANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
19.	24010684123	AISAH NUR HIDAYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
20.	24010684135	ALYA NOVA AZZAHRO	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
21.	24010684147	MUYASSARAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
22.	24010684165	MOCHAMAD ARKAN ABIYYU	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
23.	24010684178	ALYA INTAN NURAINI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
24.	24010684179	VERA HARTINA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
25.	24010684188	OKTAVIA ARDINI	H	H	H	H	H	H	S	H	H	H	H	H	H	H	H		93.8 %
26.	24010684195	NEOYARA GREACE LAWOLO	H	H	H	H	H	H	I	H	H	H	H	H	H	H	H		93.8 %
27.	24010684200	SHEILA MARSHA AMBARWATI	H	H	H	H	I	H	H	H	H	H	H	H	H	H	H		93.8 %
28.	24010684204	IZZAH DZURROTUN NAFISAH	H	H	H	H	H	H	H	H	H	H	I	H	H	H	H		93.8 %
29.	24010684217	NABILA MUFIDAH	H	H	H	S	H	H	S	H	H	H	H	A	A	A	A		68.8 %
30.	24010684223	DINDA ANUGRAH IMELDA FATHIROH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
31.	24010684234	JESSICA AMELIA DEFANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
32.	24010684236	NOVALIYA MAHARANI SAFITRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H		93.8 %
33.	24010684244	ELSA HIKMATUL QO'DIYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A		87.5 %
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
Early Childhood Development	8620703248	Compulsory Courses of Study Program	T=3	P=0	ECTS=4.77	1	August 1, 2024

AUTHORIZATION	SP Developer	Subject Group Coordinator	Study Program Coordinator
	Eka Cahya Maulidiyah, M.Pd.	Muhammad Reza, S.Psi, M.Si.	Dr. Kartika Rinakit Adhe, S.Pd., M.Pd.

Description of Course:
This course provides an in-depth exploration of the patterns of growth and development in Early Childhood (AUD – Anak Usia Dini), encompassing physical, cognitive, emotional, and social domains. It critically examines the stages and characteristics of child development from prenatal to early childhood, highlighting both normative milestones and variations in developmental trajectories.Students will analyze various factors that influence development, including genetic, environmental, cultural, and socioeconomic elements. The course also addresses common developmental challenges and disorders in early childhood, offering insights into early detection, intervention strategies, and appropriate handling techniques within educational and familial contexts.A key component of the course is the integration of findings from neuroscience to deepen understanding of how brain development impacts learning, behavior, and emotional regulation during early childhood. Students will be introduced to basic neuroscience concepts and how advances in brain research inform contemporary approaches to early childhood education and caregiving.

Week/ Date	Final ability of each learning stage (Sub-PO)	Indicator	Learning Forms & Methods	Learning materials [Library]	Participant	Assessment Weight (%)	Offline
1 **04-09-2024**	Understanding of AUD growth and development patterns	1. Defining the meaning of AUD 2. Explaining the growth and development patterns of AUD	Readings, Discussions, Assignments Assessment Form : Participatory Activity	**Material:** child development concept **Bibliography:** *Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.*	33	2%	Yes
2 **11-09-2024**	Able to understand the principles of AUD development	1. Discuss the principles of AUD development 2. Highlighting the importance of AUD growth and development	Readings, Discussions, Assignments Assessment Form: Participatory Activity	**Material:** principles of child development **Bibliography:** *Santrock, John W. . 2009. Child Development Volume I. Jakarta: Airlangga..*	33	3%	Yes
3 **18-09-2024**	Able to understand prenatal growth and development	1. Analyze prenatal growth stages 2. Analyze the 3. stages of prenatal development	Readings, Discussions, Assignments Assessment Form : Participatory Activity	**Material:** child development in the womb **Bibliography:** *Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.*	33	2%	Yes
4 **25-09-2024**	Able to understand prenatal and postnatal development	1. Explaining the importance of prenatal development 2. Highlighting 3. the importance of postnatal development	Readings, Discussions, Assignments Assessment Form : Participatory Activity	**Material:** child development in the womb **Bibliography:** *Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.*	32	3%	Yes

5 **02-10-2024**	Able to understand the growth and development of the AUD brain	1. Highlighting the importance of understanding AUD brain growth and development 2. Explaining the structure and function of the brain 3. Explaining the 3.right stimulation for AUD brain growth and development	Discussions, Assignments.portofolio Assessment Form: Portfolio Assessment	**Material:** child development **Bibliography:** *Santrock, John* *W. . 2009. Child Development Volume I. Jakarta: Airlangga..*	32	5%	Yes
6 **09-10-2024**	Able to understand perinatal growth and development (when born)	4.Explain perinatal growth and development (when born)	Talks, Discussions, Portfolios Assessment Form: Portfolio Assessment	**Material:** child development **Bibliography:** *Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.*	33	5%	Yes
7 **16-10-2024**	Able to study the growth and development of children who are given breast milk and formula milk	1. Identifying the growth and development of breastfed children 2. Identifying the 5.growth and development of children fed formula milk	Talks, Discussions, CTL Assessment Form : Participatory Activity	**Subject:** Child Health and Nutrition **References:** *Byrd- Bredbenner, Carol, et al. 2009.* *Wardlaw's Perspectives in Nutrition Eighth Edition . New York: Higher Education.*	30	10%	Yes
8 **23-10-2024**	Summative Test	3.able to conduct analysis Students are able to apply logical thinking to deeply understand the concepts of physical, cognitive, socio-emotional, and language development in early childhood, and use critical thinking to evaluate various related theories and research.	Test Assessment Form : Test	**Material:** early childhood problems **References:** *Illingworth, Ronald S. 1979. The Normal Child (Some Problems of the Early Years and Their Treatment).* *New York: Churchill Livingstone.*	33	15%	Yes
9 **30-10-2024**	Able to assess the growth and development of children whose parents are busy working and parents who have a lot of time at home.	1. Explaining the growth and development of children whose parents are busy working 2. Explaining the 4.growth and development of children whose parents have a lot of time at home	CTL, Discussion Assessment Form: Participatory Activity	**Material:** development **Bibliography:** *Hurlock, Elizabeth. 2008. Development. Jakarta: Airlangga.*	33	2%	Yes

10 **06-11-2024**	Able to assess the growth and development of children who are admitted to PAUD institutions and those who are not admitted to PAUD institutions	1. Explaining the growth and development of children who are admitted to PAUD institutions 2. Explaining the growth and development of children who are not included in PAUD 3. institutions	Discussions, Assignments Assessment Form : Participatory Activity	**Material:** Children's problems **Bibliography:** *Benokraitis, Nijole V. 2011. Marriages & Families . New York: Pearson.*	32	3%	Yes
11 **13-11-2024**	Able to assess the characteristics of AUD's physical motor development, problems experienced and their handling.	1. Identifying the characteristics of AUD physical motor development 2. Explaining physical motor problems of AUD 3. Explaining the 3.proper handling for physical motor problems of AUD	Talks, Discussions, Portfolios Assessment Form: Portfolio Assessment	**Material:** children's problems **References:** *Illingworth, Ronald S. 1979. The Normal Child (Some Problems of the Early Years and Their Treatment).* *New York: Churchill Livingstone.*	32	5%	Yes
12 **20-11-2024**	Able to assess the characteristics of AUD cognitive development, problems experienced and their treatment	1. Identifying the characteristics of AUD cognitive development 2. Explaining cognitive problems of AUD 3. Explaining the 4. appropriate treatment for AUD cognitive problems	Talks, Discussions, Portfolios Assessment Form: Portfolio Assessment	**Material:** cognitive development **Bibliography:** *Santrock, John W. . 2009. Child Development Volume I. Jakarta: Airlangga..*	32	5%	Yes
13 **27-11-2024**	Able to examine the characteristics of AUD language development, problems experienced and how to handle them	1. Identifying the characteristics of AUD language development 2. Explaining AUD language problems 3. Explaining the proper handling of AUD 4. language problems	Discussions, Assignments Assessment Form : Participatory Activity	**Material:** children's problems **Bibliography:** *Engel, Joyce K. 2006. Pocket Guide Series Pediatric Assessment.* *Missouri: Mosby Elsevier.*	32	5%	Yes
14 **04-12-2024**	Able to assess the characteristics of AUD's social emotional development, problems experienced and how to handle them	1. Identifying the characteristics of AUD social emotional development 2. Explaining social emotional problems of AUD 3. Explaining the 4. appropriate treatment for AUD social emotional problems	Discussions, Assignments Assessment Form : Participatory Activity	**Material:** Children's problems **Bibliography:** *Azizah, C., Hasanah, U., Komalasari, D., Saroinsong, WP, & Ningrum, MA (2022). Development of the Engklek Kucing Game (ENGCI) to Stimulate Gross Motor Skills of 5-6 Year Old Children. SELING: Journal of PGRA Study Program, 8(2), 208–219.*	32	10%	Yes

15 **11-12-2024**	Able to examine the characteristics of the development of AUD religious morals, problems experienced and how to handle them	1. Identifying the characteristics of AUD's religious moral development 2. Explaining the moral problems of AUD religion 3. Explaining the 4. proper handling of religious moral problems in AUD	Discussions, Assignments, CTL Assessment Form : Participatory Activity	**Material:** children's problems **Bibliography:** *Engel, Joyce K. 2006. Pocket Guide Series*	31	10%	Yes
16 **18-12-2024**	Able to work on US questions	4.Students are able to work on US questions	Test Assessment Form : Test	**Material:** Integrative Holistic ECE **Bibliography:** *Ningrum, MA, Hasibuan, R., & Fitri, R. (2023).* Integrative Holistic ECE with Pancasila Students Profile dimensions. Obsesi Journal: *Journal of Early Childhood Education, 7(1): 563-574.*	33	15%	Yes

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ANNEX

STUDENT ATTITUDES

2024

Student Attitude Assessment Example

Name **:** Dinda Anugrah Imeld fathiroh
Student ID **:**
Course **:** Early Childhood Development

Aspect	Score	Justification / Observation Notes
Responsibility	86	Always submitted assignments on time and followed all instructions precisely.
Independence	79	Generally completed tasks independently but occasionally needed prompting during group discussions.
Academic Honesty & Discipline	92	Demonstrated honesty in all assignments; no issues with plagiarism or misconduct.
Participation	83	Actively engaged in class discussions and contributed valuable insights.

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EXAM PAPER

2024

MINISTRY OF RESEARCH, TECHNOLOGY AND HIGHER EDUCATION **Lidah Wetan Campus**
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TEACHER EDUCATION STUDY PROGRAM Fax: +6231-7532112
EARLY CHILDHOOD EDUCATION

2024/2025 ODD SEMESTER MIDTERM EXAM SCRIPT

Course Content	: Early Childhood Development
Class	: 2024 A-F
Day/Date	: Monday, October 21,
2024 Time	: 100 minutes
Lecturer	: Muhammad Reza, S.Psi, M.Si
	Eka Cahya Maulidiyah, M.Pd.
	Fatiha Khoirotunnisa Elfahmi, M.Ed., M.Pd.

INSTRUCTIONS:
1. Write your identity on the answer sheet provided.
2. Do it honestly according to your own ability.
3. Any action that indicates cheating is a failing grade.

SOAL

Case Study 1: Psychoanalytic Theory

4-year-old Dina often seems withdrawn when playing with her friends. She prefers to play alone, for example with dolls or drawing, rather than joining in group games. When in class, this child shows great interest in role-playing activities, especially when playing the role of "mom" or "dad" in family games. The teacher also observed that this child tends to be sensitive to criticism and often feels anxious when feeling watched or told to perform in front of the class.

The teacher then talked to the child's parents and found that at home, the child often felt jealous of his older brother, who received more attention from their father. The child often demanded more attention from his mother, and sometimes exhibited childish behaviors such as finger sucking, especially when feeling uncomfortable.

Question:

1. In which stage of Freud's psychosexual development is the child in? Describe the characteristics of this stage and how it might affect the behavior of the child in this case study.
2. How can the concepts of "Oedipus complex" or "Electra complex" be used to understand the child's relationship with his parents in this case study?
3. What are the roles of "id", "ego", and "superego" in shaping this child's behavior, especially in the context of his tendency to withdraw from his friends?
4. As a teacher, how can you help the child overcome his anxiety and encourage more positive social interactions with his peers, using approaches from Freud's psychoanalytic theory?

Case Study 2: Cognitive Development

Rico, a 4-year-old child, is very interested in the objects around him and likes to ask questions about everything he sees. However, when asked to do activities that require planning or simple problem solving, Rico often finds it difficult. For example, when playing puzzles, he quickly gets frustrated and doesn't want to continue. However, Rico is very good at recognizing basic shapes and naming animals he has seen.

Question:

1. Based on Piaget's theory of cognitive development, which developmental stage is Rico in? Explain how this developmental stage affects the way Rico thinks and learns.
2. What are some ways that teachers or parents can help improve Rico's problem-solving skills? Name two activities or strategies that can stimulate his cognitive development.

Case Study 3: Lev Vigotsky's Cognitive Theory

A 5-year-old boy named Ardi often had trouble putting together blocks to build a tower. When he tried on his own, the tower he built always collapsed. However, when a more skilled friend helped him by showing him how to arrange the blocks to make them more stable, Ardi was able to follow the instructions and successfully build a sturdier tower. The teacher also observed that Ardi became more confident and excited every time he managed to build a tower with the help of his friend.

Question:

1. Based on Lev Vygotsky's social cognitive theory, how does the interaction between Ardi and his friend help develop Ardi's ability to build blocks?
2. What is the Zone of Proximal Development (ZPD), and how is this concept applied to the Ardi case study?

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STUDENT WORKSHEET MIDTERM EXAM (UTS) 2024/2025

Course	:	Early Childhood Development
Facilites Grade	:	2024 A-C
Day/Date	:	23 October 2024
Time	:	
Name/NIM	:	Dinda Anugrah Imeldafathiroh

1. Dina is currently in the phallic stage of Freud's psychosexual stages, which occurs between the ages of 3 to 6 years. This stage is characterized by a growing awareness of gender identity, increased curiosity about family roles, and the emergence of the Oedipus/Electra complex. In this phase, children begin to develop emotional attachments to the opposite-sex parent and often imitate adult behaviors.In Dina's case, her preference for solitary play and role-playing as a parent (such as "mom" or "dad") reflects her internalization of adult roles, a common characteristic of this stage. Her sensitivity to criticism and anxiety when observed may reflect internal conflicts related to identity formation and emotional security. This anxiety may also stem from an unconscious fear of punishment for desiring closeness with one parent over the other—a key emotional theme during this stage.
2. The Electra complex, the female counterpart to the Oedipus complex, describes a child's unconscious desire for the exclusive attention of the opposite-sex parent and rivalry with the same-sex parent. In Dina's case, while she does not explicitly show jealousy toward her mother, her jealousy toward her older brother—who receives more attention from their father—indicates a displaced form of this rivalry. This suggests she may unconsciously seek to "compete" for parental attention and love, resulting in regressive behaviors like thumb-sucking to elicit care, as well as emotional withdrawal when these needs are unmet.
3. The id represents Dina's instinctual desire for love, attention, and emotional security, especially from her parents. When these desires are not fully met—such as when she sees her brother receiving more attention—the ego steps in to manage the reality of this emotional gap. Her ego tries to protect her from emotional hurt by withdrawing from group play, which may feel unpredictable or less rewarding. Meanwhile, her superego, which internalizes rules and norms, may contribute to her guilt or anxiety when she is corrected or feels she's not meeting expectations. Together, these structures influence her to retreat into safe, solitary activities like drawing or imaginative play.
4. From a psychoanalytic perspective, the teacher should create a safe and nurturing classroom environment where Dina can express unconscious conflicts through symbolic play. Activities like drawing, dramatic play, or storytelling allow her to act out her internal feelings without fear of judgment. The teacher should avoid harsh discipline and instead offer consistent emotional validation, gently guiding her into group activities through role-based play that aligns with her interests, like "playing family" with others. This facilitates ego development and reduces anxiety as she gains confidence in social contexts.

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STUDENT WORKSHEET MIDTERM EXAM (UTS) 2024/2025

Course	:	Early Childhood Development
Facilites Grade	:	2024 A-C
Day/Date	:	23 October 2024
Time	:	
Name/NIM	:	Mochamad Arkan Abiyyu

1. Freud's phallic stage emphasizes identity development and early gender role exploration. During this stage, children become more aware of family dynamics and start forming emotional associations with each parent. Dina's regression behaviors (such as thumb-sucking) and her heightened sensitivity to classroom attention suggest that she may be experiencing emotional stress stemming from unresolved issues within this stage. The fact that she prefers individual play over group interaction may be a defense mechanism, offering her psychological safety in a space she can control, especially as she navigates inner emotional conflicts tied to family attachment and recognition.
2. Understanding Dina through the Electra complex offers insight into her emotional dynamics. Her increased attachment to her mother and jealousy toward her brother may reflect her internal struggle for affection and validation from both parents, particularly her father. Instead of directly expressing these feelings, she channels them into behaviors that evoke nurturing responses, such as acting younger than her age. Her preference for playing "mom" or "dad" may also be symbolic of her wish to "possess" or identify with her parents, which aligns with the psychological processes theorized in the Electra complex
3. Dina's social withdrawal can be interpreted as a reflection of internal conflict between her id (emotional impulses), ego (reality-based coping), and superego (moral conscience). The id drives her need for affection, while the ego mediates by creating safer environments—such as individual play—to avoid rejection or disappointment. Her superego may be especially sensitive, leading to heightened self-criticism or fear of disapproval, which manifests as anxiety when being observed or asked to perform. This triadic struggle explains her retreat from peers and preference for emotionally controlled play scenarios.
4. The teacher can serve as a supportive figure who fosters trust and emotional safety. By using techniques such as observation-based reflection and therapeutic storytelling, the teacher can help Dina explore her feelings indirectly. Structured play involving small groups with familiar peers may ease her into social interactions. Acknowledging her emotional needs without overemphasis allows her to develop her ego strength, gradually building resilience and the capacity to engage socially. Avoiding direct confrontation and encouraging self-expression are key to reducing her inner conflict and fostering healthy peer relationships.

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MINISTRY OF HIGHER EDUCATION, SCIENCE AND TECHNOLOGY
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FACULTY OF EDUCATION SCIENCE
BACHELOR'S PROGRAM IN EARLY CHILDHOOD EDUCATION TEACHER EDUCATION
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FINAL EXAM OF ODD SEMESTER OF ACADEMIC YEAR 2024/2025

Course Content	: Early Childhood Development
Department/Program	: S1 PG PAUD
Class/Class	: 2024 A-F
Day/Date	:
Time	: 100 Minutes
Lecturer	: Muhammad Reza, S.Psi, M.Si. Eka Cahya Maulidiyah, M.Pd. Fatiha Khoirotunnisa Elfahmi, M.Ed., M.Pd.

Instructions:

1. Read each case carefully.
2. Answer the questions based on relevant theories and concepts.
3. Explain your answer briefly, concisely and clearly by providing concrete examples.

SOAL

1. Arka, a 4-year-old child, often shows independent behavior, such as wanting to put on her own shoes and picking up her food without help. However, when he fails, he looks disappointed and often cries. His teachers and parents try to help him but do not intervene too much so that he can learn to overcome his disappointment.
   a. Based on Erik Erikson's psychosocial theory, which developmental stage is Arka in?
   b. Explain how teachers can support the psychosocial development of a child like Arka without making him too dependent.

2. Nina, a 5-year-old girl, loves playing soccer and toy cars at school. Her classmates often say that these games are only for boys. The teacher tries to explain that all children can choose any game they like.
   a. Explain how gender concepts develop in early childhood based on child development theory.
   b. Name two strategies that teachers can use to teach gender-inclusive concepts in early childhood.

3. **Case A.**
   Lila, a 3-year-old child, is unable to speak clearly and only uses one or two words to communicate, although other children her age are able to speak in simple sentences. The parents were concerned about her delayed language development.
   Case B
   Reza, a 5-year-old boy, shows an extraordinary ability to draw. He is able to create detailed drawings and add unique color elements, unlike other children his age.
   Question:
   a. Describe the steps teachers can take to help children like Lila with developmental delays.
   b. Name two ways teachers can support gifted children like Reza so that their potential can develop optimally.

4. In an early childhood class, the teacher designed a role-play activity where children were asked to play doctor, nurse, patient or parent. The teacher devised a simple scenario involving each child's role and gave them the freedom to express themselves.
   a. Explain how this role play activity can support the social, emotional and cognitive development aspects of early childhood.
   b. Give two other examples of developmentally appropriate learning activities for early childhood.

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STUDENT WORKSHEET FINAL EXAM (UTS) 2024/2025

Course	:	Early Childhood Development
Facilites Grade	:	2024 A-C
Day/Date	:	18 December 2024
Time	:	
Name/NIM	:	Aisah Nur Hidayah

1. a. Arka is currently in the "Autonomy vs. Shame and Doubt" stage, which is the second stage in Erikson's psychosocial development theory, typically occurring between 18 months and 3 years, but often extending into age 4. During this stage, children strive to gain a sense of personal control over physical skills and independent choices. Arka's efforts to wear his own shoes and eat independently reflect his emerging desire for autonomy. His emotional reaction—crying when he fails—signals an internal conflict. If a child is overly criticized, restricted, or not allowed to explore independently, they may develop shame and doubt about their abilities. Hence, how adults respond to these behaviors is crucial for the child's self-confidence.

   b. Teachers can adopt a scaffolding approach, where assistance is provided just enough to enable success but gradually withdrawn to encourage independent mastery. Providing tasks slightly above Arka's current skill level, giving him time to struggle productively, and praising his effort rather than outcome can nurture resilience. For instance, saying, "You worked really hard to put on your shoes all by yourself!" validates his autonomy without fixing the task for him. Avoiding premature help allows the child to develop problem-solving and emotional regulation skills.

2. a. According to Cognitive Development Theory by Lawrence Kohlberg, children progress through three stages of gender understanding: gender identity (around age 2-3), gender stability (age 4-5), and gender constancy (around age 6-7). Nina is in the stability stage, where she understands that gender is consistent over time, but not yet immutable across situations. Her peers, who associate soccer and cars with boys, are reflecting gender stereotypes absorbed from cultural norms and media. These views often become rigid in early childhood, making it a crucial period for introducing inclusive and flexible views about gender roles.

   b. Use inclusive language and materials: Teachers should select storybooks, songs, and classroom visuals that depict boys and girls engaging in a wide variety of roles and activities. Avoiding gendered labels like "boys' toys" or "girls' games" helps dismantle binary thinking. Teachers can highlight and celebrate diversity in children's interests. Facilitate open discussions: Teachers can use teachable moments to challenge stereotypes. For instance, when a child says, "Only boys can play soccer," the teacher can ask reflective questions like, "Do you know any girls who play soccer?" or "Why do you think that?" These conversations help develop critical thinking and empathy.

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3. a. The first step is to observe and document Lila's communication patterns in various contexts. Teachers can refer her to speech and language specialists if milestones are significantly delayed. In the classroom, they can use visual aids, gestures, and repetition to support her understanding. Providing a language-rich environment—through songs, storytelling, and interactive games—can stimulate her expressive and receptive language. It's essential to maintain a non-judgmental, supportive tone to prevent frustration or withdrawal.
   b. Provide enrichment opportunities: Reza should be given access to advanced art materials and encouraged to explore various techniques and media. Assigning him projects like creating an illustrated storybook or leading a mini art exhibit fosters ownership and creative expression.
   Differentiate instruction: Rather than giving more of the same tasks, teachers should provide depth over breadth, such as inviting Reza to explain his artistic process or connect his art to emotions or stories. This nurtures higher-order thinking skills while respecting his developmental level.
4. a. Role-play fosters social development by encouraging collaboration, turn-taking, and communication among peers. Children practice perspective-taking as they step into various characters (e.g., doctor, nurse). Emotionally, it helps them process real-life experiences, such as visiting a doctor, in a safe, imaginative way. Cognitively, they plan, sequence, and improvise based on given scenarios, promoting executive function and symbolic thinking.
   b. Manipulative Play (e.g., puzzles, building blocks) – These activities promote fine motor skills, spatial reasoning, and problem-solving. They also foster perseverance and attention.
   Interactive Storytelling – Letting children act out stories or contribute to plot creation enhances language, imagination, and cooperative learning.

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STUDENT WORKSHEET FINAL EXAM (UTS) 2024/2025

Course	:	Early Childhood Development
Facilites Grade	:	2024 A-C
Day/Date	:	18 December 2024
Time	:	
Name/NIM	:	Sekar Rinonce Azkamsyah

1. a. In Erikson's framework, Arka's behavior indicates that he is experiencing the developmental crisis between autonomy and shame/doubt. This stage is foundational for developing willpower and a sense of agency. His persistent attempts to be independent show positive development, yet his emotional sensitivity to failure suggests that he is still learning to manage internal expectations. The teacher's and parents' approach—offering support without overstepping—is appropriate for reinforcing autonomy while preventing the development of chronic self-doubt.
   b. Another strategy is to normalize mistakes as learning opportunities. Teachers should model calm responses to failure and use phrases like, "It's okay to try again," or "Everyone makes mistakes." They can set up routines where children are encouraged to perform daily self-help tasks, such as dressing or cleaning up, within a safe and structured environment. Role-modeling self-talk (e.g., "Let me try again") also helps children internalize coping strategies. These approaches build intrinsic motivation and help children manage frustrations without becoming overly reliant on adults.
2. a. From the Social Learning Theory perspective, gender roles are acquired through modeling, imitation, and reinforcement. Nina's interest in activities stereotypically associated with boys challenges the normative behaviors expected by her peers. The teacher's role becomes vital in disrupting these patterns by showing that all children can enjoy a wide range of activities. Peer influence is strong at this age, so the teacher's proactive intervention can expand children's ideas about what is acceptable, supporting a more equitable and expressive developmental environment.
   b. Create mixed-gender cooperative play opportunities: Group children intentionally in activities that allow them to explore different roles (e.g., building blocks, dramatic play, sports) regardless of gender. This encourages mutual respect and understanding.
   Highlight role models: Introduce children to real-world figures who defy gender stereotypes (e.g., female scientists, male nurses). Using visual media and storytelling, teachers can show that success and interest in any field are not limited by gender.
3. a. Teachers can implement Individualized Learning Plans (ILPs) tailored to Lila's needs. Pairing her with supportive peers during language-based tasks helps with peer modeling. Consistent routines, clear labeling of objects, and using simple, clear language help make learning predictable and less stressful. Partnering with parents to extend language-building activities at home, such as naming objects during play or reading picture books together, strengthens the home-school connection.
   b. Mentorship and exposure: Reza can benefit from interactions with local artists or older students with similar interests. These interactions provide inspiration and realistic models for future growth.

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	Flexible grouping and student-led initiatives: Allow Reza to collaborate with peers on creative projects, encouraging both leadership and social-emotional growth. Teachers can invite him to teach or share his techniques with classmates to build confidence and communication skills.
4.	a. This type of play aligns with Vygotsky's socio-cultural theory, where learning occurs through social interaction. When children engage in role-play, they co-construct knowledge and regulate their behavior in alignment with social rules. It also develops language and narrative competence, as children must articulate their role, negotiate meaning, and respond to changing scenarios. b. Art Stations with Open-Ended Materials – Providing crayons, natural objects, or recycled materials allows children to express their ideas and creativity freely, building cognitive flexibility and confidence. Music and Rhythm Games – Activities like clapping games, singing, or playing simple instruments support both motor coordination and auditory processing, while also teaching cooperation and emotional expression.

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ANNEX

Assignment

2024

REPORT

RESULTS OF EARLY CHILDHOOD ANTHROPOMETRY PRACTICUM IN SUNSHINE UNESA DAYCARE

Supporting lecturer:

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Dr.

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2023E

SURABAYA STATE UNIVERSITY

FACULTY OF EDUCATION

EARLY CHILDHOOD EDUCATION TEACHER EDUCATION

2024

FOREWORD

In the name of Allah SWT, the Most Gracious and the Most Merciful. The author would like to express his gratitude to His presence who has given his blessings and gifts so that he can complete the report entitled "Results of Anthropometric Measurements of Early Childhood at Sunshine Daycare UNESA" in the course "Health and Nutrition". The author has made this report as best as possible, with the help of various parties. Therefore, the author would like to thank all parties, especially Mrs. Mallevi Agutin Ningrum, S.Pd., M.Pd. and Mrs. Dr. Dwi Jayanti Kurnia Dewi, S.Pd., M.Pd. as well as other colleagues who have contributed to the smooth completion of this paper.

The author realizes that there are still many shortcomings, both in terms of the information provided and the incorrect grammar in this report, for that the author is very open to receiving suggestions or criticisms in improving the report. Finally, it is hoped that the report entitled "Results of Anthropometric Measurements of Early Childhood at Sunshine Daycare UNESA" can be useful for readers and can be implemented well in everyday life.

Surabaya, October 20, 2024

Writer

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PIG

INTRODUCTION

A. Background

Anthropometric measurement is one of the methods used to assess the nutritional status and growth of early childhood. Anthropometry involves physical body measurements such as height, weight, head circumference, and upper arm circumference. These measurements are important because they can provide accurate information about a child's physical development, which can ultimately be an indicator of overall health. In early childhood, namely the age range of 0-5 years, children's growth is very rapid and becomes a critical period in physical, cognitive, and emotional development.

The World Health Organization (WHO) has also established anthropometric standards for children, which can be used to compare child growth globally. Malnutrition in early childhood can have serious consequences, including increased risk of infectious diseases, delayed motor and cognitive development, and other health problems later in life. Therefore, public health programs and health services often use anthropometry as an evaluation tool to monitor children's health and growth on a regular basis. These measurements also serve as a basis for determining nutritional interventions, if needed, to ensure that children grow healthily and reach their full developmental potential.

Anthropometric measurements in early childhood have been recognized as one of the main methods for assessing the nutritional status and health of children by various world health organizations, such as the World Health Organization (WHO) and the United Nations Children's Fund (UNICEF). WHO states that monitoring child growth is an important step in identifying nutritional problems early on. According to WHO, anthropometric indicators such as height, weight, and body mass index (BMI) are the basis for determining whether a child is stunted, wasted, or obese. WHO anthropometric standards are also used by many countries as a reference in monitoring child growth. In Indonesia, anthropometric measurements have become an important component of the national health and nutrition program. The Indonesian government, through Law Number 36 of 2009 concerning Health, emphasizes the importance of measuring nutritional status to support efforts to improve community nutrition. Article 142 of the law states that the government is obliged to carry out periodic supervision and monitoring of community nutrition, including anthropometric measurements in children, to prevent and address nutritional problems.

B. Problem Formulation

1. What is the definition of anthropometric measurement?
2. What are the benefits of anthropometric measurements for early childhood?
3. What is the purpose of anthropometric measurements for early childhood?

C. Objectives of the Practical Work

1. To find out anthropometric measurements
2. To find out the benefits of anthropometric measurements for early childhood
3. To find out the purpose of anthropometric measurements for early childhood

CHAPTER II

THEORITICAL REVIEW

A. Definition of Anthropometric Measurements

Anthropometric measurements are a combination of muscle, bone, and adipose tissue measurements to assess body composition. The main elements of anthropometry are: height, weight, body mass index (BMI), body circumference (kick, waist and limbs) and skin thickness. These measurements are important because they are diagnostic criteria for obesity which increases the risk of diseases such as heart disease, high blood pressure, diabetes mellitus, etc. There are many possibilities. Similar to measuring nutritional status in children and pregnant women. In addition, anthropometric measurements can be used. As a basis for fitness and measuring progress. Assessing age growth based on human measurements is an important and reliable way to monitor the health of each child. Height and weight measurements are indicators used to assess the nutritional status of a community. There are many indicators for human measurements. In children, the symptoms only last a short time. Thin and thin The short version is that children are underweight for their age, underweight for their age, underweight for their height, and overweight for their age. Anthropometric measurements are useful in assessing physical fitness data for various populations ranging from children, elite athletes, to the elderly. These measurements, including height, weight, body circumference, and skinfolds, can be used as a baseline or as a marker of progress. 2 Extremity length is also associated with chronic disease. A literature review showed that those with shorter upper-limb length (ULL) had a higher prevalence of metabolic syndrome. Similarly, shorter upper-limb length was associated with a higher prevalence of diabetes in Japanese-Americans. Anthropometric studies in children are important, measuring anthropometric variables periodically in different populations and regions of a country reflects changes in the nutritional and health status of children and is a reliable tool for evaluating social health, fetal, maternal, and environmental factors that can all affect fetal growth. , According to UNICEF, in Europe there are 7,185,000 births each year and 6.4% of them are low birth weight.

B. Benefits of Measurement for Early Childhood

Anthropometric measurement is a method for measuring human body size, composition, and proportions. In early childhood, this measurement is very important because it provides useful information about the child's growth and development. Here are some of the benefits of anthropometric measurements in detail for early childhood:

1. Monitor the child's physical growth

   Measuring height, weight, head circumference, and body mass index (BMI) in early childhood helps monitor their physical growth periodically. By doing these measurements routinely, we can see whether the child's growth is in accordance with the standard growth curve.

(e.g., WHO growth charts). Normal growth indicates that a child is receiving proper nutrition and is developing healthily. If there is an abnormality (e.g., growth that is too slow or too fast), it could be a sign of a nutritional or health problem.

2. Identify the risk of malnutrition
   Anthropometric measurements help detect the risk of malnutrition, both undernutrition (malnutrition) and overnutrition (obesity). By measuring weight and height, we can find out whether the child has an ideal weight according to his age. If the child's weight is too low (underweight or thin) or too high (fat or obese), intervention steps can be taken to prevent or overcome the problem. Malnutrition in early childhood can have a negative impact on brain development, the immune system, and long-term health.

3. Detecting growth and development abnormalities
   Anthropometric measurements can detect growth disorders, such as stunting (a child is too short for his age), wasting (very low weight for his height), or overweight. Stunting and wasting are important indicators of nutritional problems in children. Stunting, for example, indicates that a child is experiencing chronic malnutrition which can affect his physical and cognitive development. Wasting indicates acute nutritional problems. Through these measurements, parents and health workers can provide early intervention to address these disorders.
4. Measuring head circumference development
   Head circumference measurement is important to assess brain development in early childhood. Head circumference reflects brain growth in children, which is very rapid during early childhood. If the growth of head circumference is too slow or too fast, this can indicate a brain development disorder, such as microcephaly (small head circumference) or macrocephaly (large head circumference).
5. Support children's health nutrition programs
   Anthropometric data helps in planning appropriate nutrition and health programs for children, both at the individual and community levels. Information on children's nutritional status and growth can be used by nutritionists, doctors, and governments in designing intervention programs aimed at improving children's health. For example, children who are malnourished can receive additional food intake, while obese children can be included in weight management programs.

C. Purpose of Anthropometric Measurement in Early Childhood Anthropometric measurements in early childhood aim to monitor and evaluate the growth and physical development of children as a whole. Here are some important goals of anthropometric measurements in early childhood:

Anthropometric measurements in early childhood aim to monitor the growth and physical development of children, so that it can be known whether the child is growing well and in accordance with the established development standards. In addition, this measurement also functions to detect potential health problems, such as malnutrition, obesity, or other growth disorders, which can have an impact on the child's long-term health. Anthropometric data also helps in planning appropriate nutritional interventions, both to prevent health problems and to support optimal child growth.

These measurements provide parents and health care providers with important information to make informed decisions about diet, physical activity, and other health care. With consistent monitoring, anthropometric measurements can identify abnormal growth trends, allowing for preventive measures or early intervention of potential health problems. In addition, anthropometric measurements also contribute to public health research by providing data needed to understand the nutritional and health conditions of children in different populations, and assist in designing more effective intervention programs.

Overall, anthropometric measurements in early childhood are an important tool in efforts to support healthy growth and development, prevent future health problems, and ensure children receive the nutrition and care they need to reach their full potential.

CHAPTER III

RESULTS AND DISCUSSION

A. Results of Anthropometric Measurement Practice

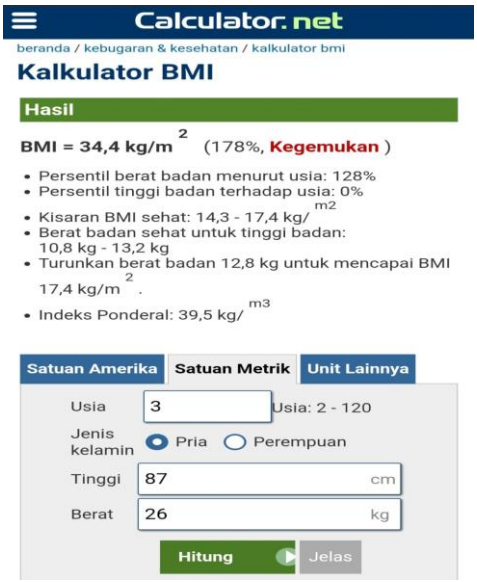
The results of the anthropometric measurement practicum on early childhood took place at the UNESA sunshine daycare on Friday, October 18, 2024.

The results table of the practical work is as follows:

NAME (P/L)	AGE (YEAR)	TB (CM)	BB (KG)	LK (CM)	LP (CM)	IMT	TEMPERATURE BODY (C)
Jenar (P)	2 years 7 Months	87	26	49	52	162% Over Weight	36.6 C

Information:

P/L : Female/Male
TB : Height
BB : Weight
LK : Head Circumference
LP : Waist size
IMT : Growth Period Index



B. Discussion

Anthropometric measurements in early childhood identified that a child named Jenar, a child aged 2 years 7 months, has an overweight nutritional status. Based on height data (87 CM) weight (26

KG) BMI value (1625) indicates that she is in the overweight category. The obesity experienced by Jenar will have many impacts on her, such as: respiratory problems, bone and joint disorders, blood pressure and cholesterol, bone and joint disorders, diabetes and liver problems. So the first thing to do is consult a doctor, a doctor or nutritionist can make a diet and exercise plan that is tailored to the child's condition, and monitor their health progress regularly. The second step is to implement a healthy diet such as providing nutritious foods with balanced portions, such as fruits, vegetables, lean protein (fish, skinless chicken, eggs), and grains. Reduce high-calorie and low-nutrient foods, such as processed foods, fried foods, fast food, and sweet drinks. The third step is to regulate portion sizes such as teaching children to eat the right portions and stop when they feel full. Avoid overeating habits, such as eating while watching TV. and use smaller plates to control portion sizes, and do not give additional portions if the child has had enough. The fourth step is to reduce sweet foods such as Limit consumption of candy, ice cream, packaged juice, soda, and other sweet snacks. Replace them with water, low-fat milk, or fresh fruit juice without added sugar.

and Provide healthy snacks at home, such as cut fruit, nuts, or low-fat yogurt, so that your child can still enjoy snacks without excess calories. By doing these steps consistently and providing loving support, your child will find it easier to develop healthy habits that will benefit them in the long term.

CHAPTER IV

CLOSING

A. Conclusion

Anthropometric measurements are an essential method in assessing the nutritional status and growth of early childhood. Through physical measurements such as height, weight, and body circumference, accurate information can be obtained about the child's physical development, which is an indicator of overall health. Given that the age period of 0-5 years is a critical period for children's growth and development, consistent monitoring is needed to detect nutritional problems such as malnutrition and obesity. In addition, these measurements help design appropriate nutritional interventions, so that children can grow healthily and achieve optimal development potential.

B. Suggestions

In order to improve the nutritional status and health of children, it is recommended that parents and health workers routinely conduct anthropometric measurements and monitor children's development. The government and related institutions also need to educate the public about the importance of monitoring growth and nutrition, and provide access to adequate health services. In addition, further research is needed to identify factors that influence children's nutritional status, so that intervention programs can be tailored to the specific needs of each population.

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