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Universitas Negeri Surabaya

2025

PORTOFOLIO

Technology in Early Childhood Learning

Faculty of Education
State University of Surabaya

	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 Education Learning Technology		8620702231	Study Program Elective Course	T=2	P=0	ECTS=3.18	5	May 2, 2023
AUTHORIZATION		SP Developer		Subject Group Coordinator			Study Program Coordinator	
		Dr. Achmad Sya'dullah, S.Psi., M.Pd.		Dr. Kartika Rinakit Adhe, S.Pd., 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-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-5	Mastering pedagogical skills in early childhood learning based on national cultural values
	Program Objectives (PO)	
	PO - 1	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 using learning technology.
	PO - 2	Examining the impact of technology use on the cognitive development of early childhood
	PO - 3	Identifying Stages of Early Childhood Development
	PO - 4	Analysis of the Potential and Needs of Using Augmented Reality (AR) in Learning
	PO - 5	Designing Learning Video Evaluation Instruments
	PO - 6	Reflecting on the Experience of Applying Technology in Early Childhood Learning
	PLO-PO Matrix	

PO	PLO-3	PLO-5
PO-1	✓	✓
PO-2	✓	✓
PO-3	✓	✓
PO-4	✓	✓
PO-5	✓	✓
PO-6	✓	✓

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							✓	✓								
PO-5									✓	✓	✓	✓				
PO-6													✓	✓	✓	✓

Brief Description of Course	This course aims to provide students with an in-depth understanding of the integration of technology in early childhood learning processes. Using the Outcome-Based Education (OBE) approach, students will develop design, implementation, and evaluation skills in technology-based learning according to the needs of early childhood. Using Lecture and project-based learning methods.
Library	**Main :**

1. Alan Januszewski and Michael Molenda. (2008) Educational technology: Association for educational communications and technology

1. Alan Januszewski and Michael Molenda. (2008). Educational technology.. Association for educational communications and technology (AECT).
2. Adhe, K. R. (2018). Pengembangan media pembelajaran daring matakuliah kajian PAUD di jurusan PG PAUD Fakultas Ilmu Pendidikan Universitas Negeri Surabaya. Journal of Early Childhood Care and Education, 1(1), 26-31.
3. Simatupang, N., Widayati, S., Adhe, K. R., & Sholihah, S. A. (2022). Application of Singing Activities to Stimulate Children's Vocabulary Acquisition. Child Education Journal, 4(2), 139-158.
4. Aini, M. N., Widayati, S., Adhe, K. R., & Saroinsong, W. P. (2022). Pengembangan ebook mitigasi bencana kebakaran untuk anak usia 5-6 tahun. Aulad: Journal on Early Childhood, 5(3), 400-411.

Supporters :	

1. Psikologi Perkembangan AnakUsia Dini Edisi Pertama Oleh Dr.Masganti Sit, M.Ag. penerbit:KencanaTahun:2017
2. Suryana, D., & Hijriani, A.(2022). Pengembangan Media VideoPembelajaran Tematik Anak Usia Dini 5-6 Tahun Berbasis Kearifan Lokal. JurnalObsesi: Jurnal Pendidikan Anak UsiaDini, 6(2), 1077-1094
3. Syafi'i, I., Sa'diyah, C.,Wakhidah, E. W., & Umah, F. M. (2020).Penerapan video pembelajaran daringanak usia dini pada masa pandemiCovid-19. Al-Athfaal: Jurnal IlmiahPendidikan Anak Usia Dini, 3(2), 140-160.
4. Atmajaya, D. (2017).Implementasi augmented reality untukpembelajaran interaktif. ILKOM JurnalIlmiah, 9(2), 227-232
5. Himamunanto, A. R., Waruwu,D. A., & Setyawan, G. C. (2023). ImageTracking Berbasis AR UntukPeningkatan Pembelajaran Buah PadaPendidikan Anak Usia Dini (PAUD).Infotek: Jurnal Informatika danTeknologi, 6(2), 381-389
6. ahrurrozi, M., & Rahmawati, S.N. L. (2021). Pengembangan ModelInstrumen Evaluasi MenggunakanAplikasi Kahoot Pada PembelajaranEkonomi. Jurnal Profit, 8(1), 1-10
7. Hutapea, R. H., & PAK, S.(2022). Instrumen Evaluasi Non-Tesdalam Penilaian Hasil Belajar RanahAfektif dan Psikomotorik
8. Iftitah, S. L. (2021). EvaluasiPembelajaran Anak Usia Dini.
9. Abidin, N., & Haq, A. F. (2023).Aplikasi Media Pembelajaran Anak UsiaDini Menggunakan TeknologiAugmented Reality Berbasis Android.Jurnal Nasional Komputasi danTeknologi Informasi, 6(1), 95-102
10. Nurhayati, N., Aslan, A., &Susilawati, S. (2023). PenggunaanTeknologi Gadget Sebagai MediaPembelajaran Pada Anak Usia Dini DiRaudhatul Atfhal Al-Ikhlas KotaSingkawang. JIP: Jurnal IlmuPendidikan, 1(3), 485-500

Supporting lecturer	Dr. Achmad Sya'dullah, S.Psi., M.Pd Dr. Kartika Rinakit Adhe, S.Pd., M.Pd. Hirnanda Dimas Pradana, 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	Students are able to identify the stages of early childhood development as a basis for designing learning.	Identifying the stages of early childhood development as a basis for designing learning	Criteria: Students are able to use the stages of early childhood development as a basis for designing learning. Assessment Form : Practice / Performance	Lecture and project-based learning 2 X 50	Lecture and project-based learning 2 X 50	Material: Early Childhood Development Psychology First Edition By Dr. Masganti Sit, M.Ag. Publisher: Kencana Year: 2017 Bibliography: Material: Khaironi, M. (2018). Early childhood development. Golden Age Journal, 2(01), 01-12. Bibliography:	3%
2	Students are able to explain the theory of early childhood development and design learning videos that are in accordance with the theory.	Understanding the theory of early childhood development and designing learning videos that are in accordance with this theory.	Criteria: Students are able to understand the theory of early childhood development and design learning videos that are in accordance with this theory. Assessment Form : Practice / Performance	Lecture and project-based learning 2 X 50	Lecture and project-based learning 2 X 50	Material: Suryana, D., & Hijriani, A. (2022). Development of Thematic Learning Video Media for Early Childhood 5-6 Years Based on Local Wisdom. Obsesi Journal: Journal of Early Childhood Education, 6(2), 1077-1094. Bibliography:	3%
3	Implement early childhood development theory in learning video design.	Lectures and project-based learning	Criteria: Students are able to implement early childhood development theories in learning video design. Assessment Form : Practice / Performance	Lecture and project-based learning 2 X 50	Lecture and project-based learning 2 X 50	Material: Syafi'i, I., Sa'diyah, C., Wakhidah, EW, & Umah, FM (2020). Application of online learning videos for early childhood during the Covid-19 pandemic. Al-Athfaal: Scientific Journal of Early	3%

			~~stages of early~~ childhood. **Assessment Form** : Practice / Performance			Local Wisdom. Obsesi Journal: Journal of Early Childhood Education, 6(2), 1077-1094. **Bibliography:**	
5	Students are able to understand the concept and potential of using Augmented Reality (AR) in early childhood learning.	Understanding the concept and potential use of Augmented Reality (AR) in early childhood learning.	**Criteria:** Students are able to understand the concept and potential of using Augmented Reality (AR) in early childhood learning. **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture and project-based learning 2 X 50	Lecture and project-based learning 2 X 50	**Material:** Atmajaya, D. (2017). Implementation of augmented reality for interactive learning. ILKOM Scientific Journal, 9(2), 227-232. **References:** **Material:** Himamunanto, AR, Waruwu, DA, & Setyawan, GC (2023). AR-Based Image Tracking for Improving Fruit Learning in Early Childhood Education (PAUD). Infotek: Journal of Informatics and Technology, 6(2), 381-389. **References:** *Alan Januszewski and Michael Molenda. (2008). Educational technology:. Association for educational communications and technology (AECT).*	10%
6	The potential and need for using AR to improve early childhood learning.	Analyzing the potential and needs of using AR to improve early childhood learning.	**Criteria:** Students are able to analyze the potential and needs of using AR to improve early childhood learning. **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture and project-based learning 2 X 50	Lecture and project-based learning 2 X 50	**Material:** Himamunanto, AR, Waruwu, DA, & Setyawan, GC (2023). AR-Based Image Tracking for Improving Fruit Learning in Early Childhood Education (PAUD). Infotek: Journal of Informatics and Technology, 6(2), 381-389. **References:** *Alan Januszewski and Michael Molenda. (2008). Educational technology:. Association for educational communications and technology (AECT).*	10%
7	Creative AR content design to increase children's interactivity and engagement.	Designing creative AR content to increase children's interactivity and engagement.	**Criteria:** Students are able to design creative AR content to increase children's interactivity and engagement. **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture and project-based learning 2 X 50	Lecture and project-based learning 2 X 50	**Material:** Himamunanto, AR, Waruwu, DA, & Setyawan, GC (2023). AR-Based Image Tracking for Improving Fruit Learning in Early Childhood Education (PAUD). Infotek: Journal of Informatics and Technology, 6(2),381-389. **References:** *Alan Januszewski and Michael Molenda. (2008). Educational technology:.*	10%

No	Final Ability	Study Materials	Criteria & Form	Offline	Online	Learning Materials & References	Weight
	process.		learning process. **Assessment Form** : Test			Teleoperators and Virtual Environments. **Library:**	
9	Students are able to understand the use of evaluation instruments to measure the effectiveness of early childhood learning videos.	1. Evaluation of AUD learning 2. Preparation of evaluation instruments 3. Effectiveness of video on AUD development	**Criteria:** 1. Students are able to evaluate AUD learning 2. Students are able to prepare evaluation instruments 3. Students are able to analyze the effectiveness of videos on the development of AUD **Assessment Form** : Practice / Performance	Lecture and project-based learning 2 X 50	Lecture and project-based learning 2 X 50	**Material:** Fahrurrozi, M., & Rahmawati, SNL (2021). Development of Evaluation Instrument Model Using Kahoot Application in Economic Learning. Jurnal Profit, 8(1), 1-10. **Bibliography:** **Material:** Hutapea, RH, & PAK, S. (2022). Non-Test Evaluation Instruments in Assessing Learning Outcomes in the Affective and Psychomotor Domains. **Bibliography:** **Material:** Hani, AA (2019). Evaluation of learning in PAUD. CARE Journal (Children Advisory Research and Education), 7(1), 51-56. **Bibliography:**	3%
10	Designing evaluation instruments that focus on the quality of early childhood learning.	1. Making evaluation instruments that are made 2. Giving reasons related to the quality of learning 3. Making a follow-up plan from the evaluation results	**Criteria:** 1. Students are able to explain the evaluation instruments created 2. Students are able to provide reasons related to the quality of learning. 3. Students are able to make follow-up plans from the evaluation results. **Assessment Form** : Practice / Performance	Lecture and Project Based Learning 2 X 50	Lecture and Project Based Learning 2 X 50	**Material:** Iftitah, SL (2021). Early Childhood Learning Evaluation. **References:** *Alan Januszewski and Michael Molenda. (2008). Educational technology:. Association for educational communications and technology (AECT).* **Material:** Akhsanti, MS (2014). Utilization of Learning Evaluation Results in Developing Early Childhood Learning Programs. BELIA: Early Childhood Education Papers, 3(2). **Bibliography:**	3%
11	Implementation of evaluation instruments in early childhood learning video trials.	1. Explanation of evaluation instruments 2. Demonstration of learning videos	**Criteria:** 1. Students are able to explain evaluation instruments 2. Students are able to demonstrate learning videos **Assessment Form** : Practice / Performance	Lecture and project-based learning 2 X 50	Lecture and project based learning 2 Xx 50	**Topic:** Focus on AR applications in education, with a discussion of the technology and design used for interactive learning experiences. **References:** *Alan Januszewski and Michael Molenda. (2008). Educational technology:. Association for educational communications and technology (AECT).*	3%
12	Students are able to analyze evaluation results and provide updates to early childhood learning designs.	1. Knowing the mistakes of learning design 2. Analogizing the solution that fits the error	**Criteria:** 1. Students are aware of learning design errors 2. Students are able to analogize solutions that are appropriate to their	Lecture and project-based learning 2 X 50	Lecture and project-based learning 2 X 50	**Material:** Rozi, F., Widat, F., & Efandari, E. (2021). Implementation of the Picture and Picture Learning Model in Improving Early Childhood Learning Outcomes. Muróbbi: Journal of	6%

			mistakes. **Assessment Form** : Practice / Performance				Educational Sciences, 5(1), 127-142. **Bibliography:**
13	Responses and reflections on experiences in designing and implementing early childhood learning technology.	1. Reflection on experience in designing AUD learning 2. Explanation of the use of learning technology	**Criteria:** 1. Students are able to reflect on experiences in designing AUD learning 2. Students are able to explain the use of learning technology **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture and project-based learning 2 X 50	Lecture and project-based learning 2 X 50	**Material:** Abidin, N., & Haq, AF (2023). Early Childhood Learning Media Application Using Android-Based Augmented Reality Technology. National Journal of Computing and Information Technology, 6(1), 95-102. **Bibliography:**	10%
14	Analysis of the positive and negative impacts of the use of technology in early childhood learning.	1. Explanation of the positive impacts of using technology 2. Explanation of the negative impacts of using technology 3. Analogy the use of technology appropriately and correctly	**Criteria:** 1. Students are able to explain the positive impacts of using technology 2. Students are able to explain the negative impacts of using technology 3. Students are able to analogize the use of technology appropriately and correctly. **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture and project-based learning 2 X 50	Lecture and project-based learning 2 X 50	**Material:** Pramono, D., Yunita, S., Erviana, M., Setianingsih, D., Winahyu, RP, & Suryaningsih, MD (2021). Implementation of technology use by parents according to moral character education for early childhood. Journal of Education and Technology, 1(2), 104-112. **Bibliography:** **Material:** Nurhayati, N., Aslan, A., & Susilawati, S. (2023). The Use of Gadget Technology as a Learning Media for Early Childhood in Raudhatul Atfhal Al-Ikhlas, Singkawang City. JIP: Journal of Educational Sciences, 1(3), 485-500. **Bibliography:** *Candy, Philip C. (1991). Self-direction for lifelong learning, a comprehensive theory and practice. San Francisco: Jossey-Bass Inc. Publishers*	10%
15	Formulation of improvement strategies to increase the effectiveness of early childhood learning.	Explanation of repair strategies	**Criteria:** Students are able to explain improvement strategies **Form of Assessment** : Project Results Assessment / Product Assessment	Lecture and project-based learning 2 X 50	Lecture and project-based learning 2 X 50	**Material:** Ramadanti, E., & Arifin, Z. (2021). Strategy for improving early reading skills through picture card media for early childhood in an Islamic framework and the perspective of educational experts. KINDERGARTEN: Journal of Islamic Early Childhood Education, 4(2), 173-187. **Bibliography:**	10%
16	Representative final results and evaluation of the implementation process of early childhood learning technology.	Representing the final results and evaluation of the early childhood learning technology implementation process.	**Criteria:** Students are able to represent the final results and evaluation of the implementation process of early childhood	Final Exam 2 X 50	Final Exam 2 X 50	**Material:** Reviewing various case studies on the implementation of AR in learning and technical and pedagogical	5%

| | | | | | | | learning technology.

Assessment Form :

Test | | | | | | | challenges.
Bibliography:
Abidin, N., & Haq, AF (2023). Early Childhood Learning Media Application Using Android-Based Augmented Reality Technology. National Journal of Computing and Information Technology, 6(1), 95-102 |

Recap of Evaluation Percentage: Project Based Learning

No	Evaluation	Percentage
1.	Project Result Assessment / Product Assessment	60%
2.	Practice / Performance	30%
3.	Test	10%
		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 capabilities 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 abilities 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

VALID

ANNEX

ASSESSMENT RUBRIC

2024

Annex Portfolio Technology in Early Childhood Learning
1. **Final Grade Determination**

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

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

PLO	
PL-1	Mastering the curriculum, learning theory, learning model and early childhood assessment in the management of the implementation of early childhood education.
PL-2	Mastering developmental stages, healthy living concepts, and parenting techniques to optimize early childhood development
PL-3	Mastering the concept of early childhood art according to the needs of early childhood development.
PL-4	Developing a curriculum in PAUD units based on the nation's cultural values.
PL-5	Mastering pedagogical skills in early childhood learning
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	Applying logical, critical, creative, and systematic thinking in the context of the development and implementation of Science and Technology in the scientific field of early childhood education in accordance with the applicable curriculum based on scientific rules, procedures and ethics.
PL-8	Have leadership, managerial, and network development skills in the implementation of integrative holistic early childhood education.
PL-9	Responsible for work according to their expertise in an honest, independent, and resilient manner in solving problems in the field of early childhood education by upholding academic ethics.

3. **Paper And Presentation Scoring Rubric**

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

4. **Group Member Participation Scoring Rubric**

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

Teamwork (if in a group)	All members contribute actively and evenly	Most members contribute	Only a small fraction are active	Only one person is dominant, the other passive

5. Student Attitude Assessment Rubric

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

6. Demonstration Assessment Rubric

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

Cultural Context Delivery	Explains the cultural relevance or educational value of the game (e.g., motor skills, tradition).	Mentions some cultural or developmental benefits.	Very brief mention of value or only lists benefits.	No mention of cultural or learning relevance.

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ANNEX

COURSE ACTIVITIES RECORDS

2024

KEMENTERIAN PENDIDIKAN
RISET DAN TEKNOLOGI PENDIDIKAN, KEBUDAYAAN,
UNIVERSITAS NEGERI

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:bakpk@unesa.ac.id

Class Attendance
2023/2024 Odd Period

Course	: Technology for Early Childhood Education	Lectures:	Kartika Rinakit Adhe, S.Pd., M.Pd.
Class	: 2021 A		Hirnanda Dimas Pradana, M.Pd.
Study Program	: Undergraduate Program of Teacher Education of Early Childhood Education		

No	Student Id Number	Students Name	Meeting 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	%
			29 Aug 23	05 Sep 23	12 Sep 23	19 Sep 23	26 Sep 23	03 Oct 23	10 Oct 23	17 Oct 23	24 Oct 23	31 Oct 23	07 Nov 23	14 Nov 23	21 Nov 23	28 Nov 23	05 Dec 23	12 Dec 23	
	21010684001	SAHYLA NABILA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
2.	21010684005	IIN MAR'ATUL HANIFA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
3.	21010684010	DEWI RAHMAWATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
4.	21010684014	NINA ALIATI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
5.	21010684015	ROCHMATUL ALIM	H	H	H	H		H	H	H	H	H	H	H		H	H	A	93.8 %
6.	21010684016	DANICA FARA SADIDAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	87.5 %
7.	21010684017	AMELIA PUSPITA ASRI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
8.	21010684019	INTAN AMINAH	H	H	H	H		H		H	H	H	H	H	H	H	H	A	93.8 %
9.	21010684020	ME-RYA NANCY JIHAN PRESDIANA	H	H	H	H		H	H	H	H	H	H	H	H	H	H	A	93.8 %
10.	21010684021	ANASTASIA WARDAH AULIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
11.	21010684025	SHIVANA AURORA PRIASTIKA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
12.	21010684026	SOFA FAME-LA ANGELIA	H	H	H	H	H	H		H		H	H		H	H	H	A	93.8 %
13.	21010684028	NOVITA FITRIANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
14.	21010684029	LUTFIA ANANINGRUM	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
15.	21010684030	ANDYNI RIZKA SURYA AMALLYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
16.	21010684031	ALICIA AMANDA LUTHVIA PUTRI SAIFUL	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
17.	21010684032	ADINDA SHELMA MAULIDAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
18.	21010684035	ELVINA NATASYA ARDHANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
19.	21010684038	DELA REZA NEO WARDIANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
20.	21010684040	REZA ANGGI RALISA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
21.	21010684044	NUR ASYARI QOMARIYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
22.	21010684046	SALMA NOORHISANAH AZZAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
23.	21010684047	FERENDRA TERSA PRACIPTA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
24.	21010684048	IZZA RANIA ISTIGFARIN	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
25.	21010684049	SITI ZAIRINA NASHIRAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
26.	21010684050	NUR ASIA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
27.	21010684051	GALUH RESA WULANDARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
28.	21010684052	SHOFIATUL AMALIYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
29.	21010684053	APRILIA SUGIARTI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
30.	21010684054	LIZA DIAN ARIANA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
31.	21010684055	AISYA MIFTAHUL JANNAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
32.	21010684056	DWI UMMI FHADLILAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
33.	21010684057	NUR SA'ADATUL AULIYAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
34.	21010684058	SYAFIRA SAGITA HANDRIANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %

No.	ID	Name																	%
35.	21010684061	VINA LAILATUL IZZAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
36.	21010684063	SYAHIRA MADDU CINTA MAULIDYA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
37.	21010684064	TANIA SHINTA IMRANI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
38.	21010684065	ZUYYINA KAMILA	H	H	H	H	H	H	H	H	H	H	H	H	s	H	H	A	93.8 %
39.	21010684067	JIHAN ATIYAH NABILA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
40.	21010684073	NUR FADILAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
41.	21010684074	WUS'ATUL MAGHFIROH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
42.	21010684075	NUR SIMA PANDU WINATA	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
43.	21010684076	RISKIANA UMI MAHBUBAH	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
44.	21010684080	SELVI DEYA FATMASARI	H	H	H	H	H	H	H	H	H	H	H	H	H	H	A	93.8 %
		Signature of Lecturer/Assistant																	

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ANNEX

COURSE LOG BOOK

2024

CLASS ACTIVITY

Course   : Techonology for Early Childhood Education

Lecturer: Kartika Rinakit Adhe, M.Pd.

Class   : 2021 A

Hirnanda Dimas Pradana, M.P

Room   : 06.03.10 (11. 10- 13.00)

Schedule

No	Date	Meet	Topic	Participants	Status	Lecturer
1	29-08-2023	1st Meeting	Identify Stages of development Early childhood as a basis for learning design.	44	Scheduled	Kartika Rinakit Adhe
2	05-09-2023	2nd Meeting	Explaining the Theory Child Development Early age and Designing Videos Learning in accordance with the theory.	44	Scheduled	Kartika Rinakit Adhe
3	12-09-2023	3rd Meeting	Implement Development Theory Early Childhood In Video Design Learning.	44	Scheduled	Kartika Rinakit Adhe
4	19-09-2023	4th Meeting	Crafting the Scenario Learning Videos which accommodates the stages of early childhood development.	44	Scheduled	Kartika Rinakit Adhe
5	26-09-2023	5th Meeting	Understand the concept and Potential Uses Augmented Reality (AR) in Early Childhood Learning.	44	Scheduled	Kartika Rinakit Adhe
6	03-10-2023	6th Meeting	Analyzing Potential And necessity Use of Ar for Increase Early Childhood Learning.	44	Scheduled	Kartika Rinakit Adhe

7	10-10-2023	Meeting 7th	Designing Ar Content Creative for Increase Interactivity and Child Involvement.	44	Scheduled	Kartika Rinakit Adhe
8	17-10-2023	8th Meeting	Implement AR content in early childhood learning.	44	Scheduled	Kartika Rinakit Adhe
9	24-10-2023	9th Meeting	Understand Use of Instruments Evaluation For Measuring Effectiveness	44	Scheduled	Hirnanda Dimas Pradana
			Learning Videos Early Childhood.			
IO	31-10-2023	Meeting 10th	Designing Instruments Focused Evaluation On Quality Childhood Learning Early.	44	Scheduled	Hirnanda Dimas Pradana
1 1	07-11-2023	Meeting 11th	Implement Evaluation Instruments In the Childhood Learning Video Trial Early.	44	Scheduled	Hirnanda Dimas Pradana
12	14-11-2023	12th Meeting	Analyzing Results Evaluation and Give Updates to Childhood Learning Design Early.	44	Scheduled	Hirnanda Dimas Pradana
13	21-11-2023	13th Meeting	Respond and Reflect Deep Experience Designing and Implementing Learning Technology Early Childhood.	30	Scheduled	Hirnanda Dimas Pradana
14	28-11-2023	Meeting 14th	Analyzing Impact Positive and negative Use of Technology in Learning Early Childhood.	44	Scheduled	Hirnanda Dimas Pradana
15	05-12-2023	Meeting 15th	Formulating a Strategy Fixes for Increase Learning Effectiveness Early Childhood.	44	Scheduled	Hirnanda Dimas Pradana
16	12-12-2023	Meeting 16th	Presenting Results End and evaluation of the learning technology implementation process Early Childhood.	0	Scheduled	Kartika Rinakit Adhe

KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI

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Faksimile :+6231-99424932
e-mail   :bakpk@unesa.ac.id

CLASS ACTIVITY

Course	: Techonology for Early Childhood Education
Class	: 2021 A
Room	: 06.03.10 (11. 10- 13.00)
Schedule	

Lecturer: Kartika Rinakit Adhe, M.Pd.
Hirnanda Dimas Pradana, M.Pd

No.	N I M	Nama Mahasiswa	Partisipasi	Tugas	UTS	UAS	NA	NH	Kehadiran
1.	21010684001	SAHYLA NABILA	84.00	85.00	87.00	85.00	85.2	A	93.8 %
2.	21010684005	IIN MAR'ATUL HANIFA	84.00	85.00	86.00	85.00	85.0	A	93.8 %
3.	21010684010	DEWI RAHMAWATI	85.00	85.00	84.00	86.00	85.1	A	93.8 %
4.	21010684014	NINA ALIATI	86.00	85.00	85.00	85.00	85.2	A	93.8 %
5.	21010684015	ROCHMATUL ALIM	85.00	85.00	85.00	85.00	85.0	A	93.8 %
6.	21010684016	DANICA FARA SADIDAH	84.00	85.00	86.00	85.00	85.0	A	87.5 %
7.	21010684017	AMEILIA PUSPITA ASRI	50.00	50.00	85.00	85.00	67.5	B-	93.8 %
8.	21010684019	INTAN AMINAH	83.00	87.00	84.00	85.00	85.0	A	93.8 %
9.	21010684020	MERYA NANCY JIHAN PRESDIANA	82.00	86.00	86.00	86.00	85.2	A	93.8 %
10.	21010684021	ANASTASIA WARDAH AULIA	84.00	85.00	85.00	86.00	85.1	A	93.8 %
11.	21010684025	SHIVANA AURORA PRIASTIKA	86.00	85.00	84.00	86.00	85.3	A	93.8 %
12.	21010684026	SOFA FAMELA ANGELIA	86.00	84.00	84.00	86.00	85.0	A	93.8 %
13.	21010684028	NOVITA FITRIANA	85.00	85.00	85.00	85.00	85.0	A	93.8 %
14.	21010684029	LUTFIA ANANINGRUM	86.00	85.00	84.00	85.00	85.0	A	93.8 %
15.	21010684030	ANDYNI RIZKA SURYA AMALLYA	86.00	85.00	84.00	86.00	85.3	A	93.8 %
16.	21010684031	ALICIA AMANDA LUTHVIA PUTRI SAIFUL	86.00	85.00	85.00	85.00	85.2	A	93.8 %
17.	21010684032	ADINDA SHELMA MAULIDAH	82.00	85.00	86.00	87.00	85.2	A	93.8 %
18.	21010684035	ELVINA NATASYA ARDHANA	83.00	84.00	87.00	86.00	85.0	A	93.8 %
19.	21010684038	DELA REZA NEO WARDIANA	84.00	84.00	86.00	87.00	85.3	A	93.8 %
20.	21010684040	REZA ANGGI RALISA	85.00	85.00	85.00	85.00	85.0	A	93.8 %
21.	21010684044	NUR ASYARI QOMARIYAH	84.00	85.00	86.00	85.00	85.0	A	93.8 %
22.	21010684046	SALMA NOORHISANAH AZZAH	87.00	85.00	85.00	85.00	85.4	A	93.8 %
23.	21010684047	FERENDRA TERSA PRACIPTA	86.00	82.00	86.00	85.00	84.5	A-	93.8 %
24.	21010684048	IZZA RANIA ISTIGFARIN	84.00	86.00	85.00	86.00	85.4	A	93.8 %
25.	21010684049	SITI ZAIRINA NASHIRAH	84.00	85.00	86.00	85.00	85.0	A	93.8 %
26.	21010684050	NUR AISIA	86.00	84.00	84.00	87.00	85.3	A	93.8 %
27.	21010684051	GALUH RESA WULANDARI	86.00	85.00	86.00	85.00	85.4	A	93.8 %
28.	21010684052	SHOFIATUL AMALIYAH	84.00	87.00	85.00	85.00	85.4	A	93.8 %
29.	21010684053	APRILIA SUGIARTI	86.00	84.00	86.00	85.00	85.1	A	93.8 %
30.	21010684054	LIZA DIAN ARIFINA	85.00	85.00	85.00	85.00	85.0	A	93.8 %
31.	21010684055	AISYA MIFTAHUL JANNAH	84.00	85.00	86.00	85.00	85.0	A	93.8 %
32.	21010684056	DWI UMMI FHADLILAH	84.00	85.00	86.00	85.00	85.0	A	93.8 %
33.	21010684057	NUR SA'ADATUL AULIYAH	85.00	86.00	87.00	86.00	86.0	A	93.8 %
34.	21010684058	SYAFIRA SAGITA HANDRIANI	86.00	85.00	86.00	85.00	85.4	A	93.8 %
35.	21010684061	VINA LAILATUL IZZAH	84.00	85.00	85.00	87.00	85.4	A	93.8 %
36.	21010684063	SYAHIRA MADDU CINTA MAULIDYA	83.00	85.00	86.00	86.00	85.1	A	93.8 %
37.	21010684064	TANIA SHINTA IMRANI	84.00	85.00	86.00	85.00	85.0	A	93.8 %
38.	21010684065	ZUYYINA KAMILA	85.00	85.00	85.00	86.00	85.3	A	93.8 %
39.	21010684067	JIHAN ATIYAH NABILA	84.00	87.00	85.00	85.00	85.4	A	93.8 %
40.	21010684073	NUR FADILAH	86.00	84.00	86.00	85.00	85.1	A	93.8 %
41.	21010684074	WUS'ATUL MAGHFIROH	85.00	85.00	85.00	85.00	85.0	A	93.8 %

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3/25/24, 5:13 PM   Cetak DPNA ..

42.	21010684075	NUR SIMA PANDU WINATA	84.00	85.00	86.00	85.00	85.0	A	93.8 %
43.	21010684076	RISKIANA UMI MAHBUBAH	84.00	85.00	86.00	85.00	85.0	A	93.8 %
44.	21010684080	SELVI DEYA FATMASARI	87.00	85.00	85.00	85.00	85.4	A	93.8 %

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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	:	Technology for Early Childhood Education
Lecturer	:	1. Kartika Rinakit Adhe. S.Pd, M.Pd 2. Hirnada Dimas Pradana, S.Pd, M.Pd
Nature	:	Close Book
Instructions	:	1. Write down your identity completely and clearly! 2. Read all questions carefully! 3. Write your answers on the answer sheet provided
Questions	:	1. Analyze the effectiveness of technology integration in early childhood education (ECE) classrooms. Consider factors such as age-appropriateness of technology tools, alignment with learning objectives, and impact on student engagement and learning outcomes. 2. Evaluate the role of interactive educational apps and digital games in promoting cognitive development and academic readiness among young learners. Discuss the potential benefits and drawbacks of using technology-based learning tools in ECE settings, including considerations for screen time limits and content quality. 3. Coding is a trending skill nowadays, even reaching children at a very young age. Explain what coding is and provide an example of coding for young children.

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STUDENT WORKSHEET MIDTERM EXAM (UTS) 2022/2023			Test Score
Course	:	Technology for Early Childhood Education	
Facilites Grade	:	2022 A-C	
Day/Date	:		
Time	:		
Name/NIM	:	Isabel Wisnain- 22010684008	
1. Technology integration in early childhood education (ECE) classrooms can be effective when age-appropriate tools are used in alignment with learning objectives. Factors such as selecting developmentally appropriate software and devices, ensuring technology enhances rather than replaces hands-on learning experiences, and providing opportunities for active engagement and exploration contribute to its effectiveness. When technology is integrated thoughtfully, it can enhance student engagement and motivation, facilitate personalized learning experiences, and support the development of essential skills such as critical thinking, problem-solving, and digital literacy.			25
2. Interactive educational apps and digital games can play a valuable role in promoting cognitive development and academic readiness among young learners. These tools can provide engaging and interactive learning experiences that cater to diverse learning styles and preferences. Benefits include opportunities for skill practice, immediate feedback, and scaffolding of learning tasks. However, drawbacks may include over-reliance on screen-based activities, potential distractions, and concerns about the quality and educational value of digital content. It's essential for educators and caregivers to monitor screen time limits, select high-quality educational apps, and balance technology use with hands-on learning experiences to maximize the benefits while mitigating potential drawbacks.			25
3. Coding involves creating instructions that a computer can understand and execute to perform specific tasks. For young children, coding activities are often simplified into playful experiences that introduce basic computational thinking concepts. One example of coding for young children is through block-based programming languages like ScratchJr or Blockly. In ScratchJr, children can create simple animations by selecting and arranging visual blocks to control characters' movements and actions,			25

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providing a fun and hands-on introduction to coding concepts like sequencing, loops, and conditional statements. Overall, coding for young children focuses on fostering problem-solving skills, creativity, and logical thinking through age-appropriate and engaging activities.	

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FINAL EXAM QUESTIONS
2022/2023

Course	:	Technology for Early Childhood Education
Lecturer	:	1. Kartika Rinakit Adhe. S.Pd, M.Pd 2. Hirnada Dimas Pradana, S.Pd, M.Pd
Nature	:	Project Based Learning
Instructions	:	This exam is a Project Based Learning group with the number of members in each group around 3 people. The project is to create a modified traditional game design based on digital for early childhood.
Report systematics	:	1. Initial game title 2. Objectives 3. Game name after modification 4. Related theory analysis 5. Intended for what age 6. Game steps 7. Link and barcode of the game that has been created

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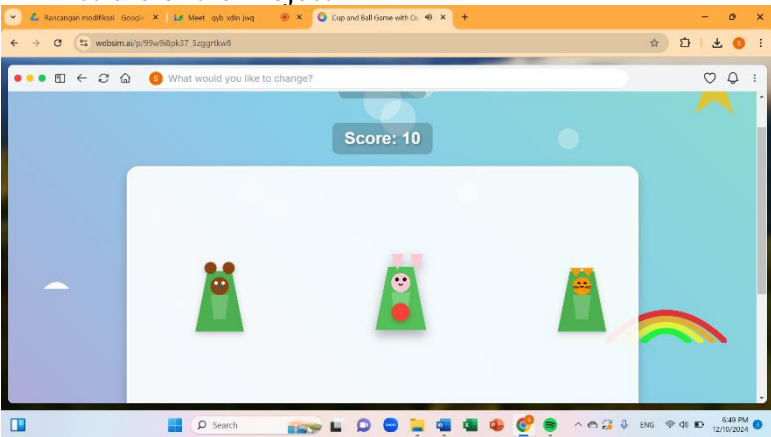**SURABAYA STATE UNIVERSITY**
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STUDENT WORKSHEET FINAL EXAM (UAS) 2022/2023			**Test Score**
Course	:	Technology for Early Childhood Education	
Facilites Grade	:	2022 A-C	
Day/Date	:		
Time	:		
Name/NIM	:	Alifia Murfidah – 22010684008, Caesaria Sabrina – 22010684014, Alifia Murfidah - 22010684007	

<table>
<tr><td>
<p align="center">Hide and Seek Game Application</p>

Game Objectives
- In terms of children's cognitive development, this game can help children train their memory, such as children can remember where the ball is in the glass, and can improve children's ability to recognize patterns and sequences, such as children can pay attention to the movement of the ball in the glass.
- In fine motor development, children can improve coordination between the eyes and hands, because in this game children will play interactively, such as children can point or choose a glass to find the ball.
- In children's language development, it can help children improve their vocabulary by children learning the names of objects such as glasses and balls and can know the right and left directions. Then it can train children in their communication skills by children can express their guesses and discuss with their friends.
- In social and emotional development, it can train children's patience by waiting for their turn when playing, then children can also respect friends by learning to obey the rules and respecting the turn of friends who are playing, the last one can improve children's ability to manage emotions and feelings when they succeed or fail to find the ball.
- In moral development, it can train children to play honestly and follow the rules of the game well and can train children to learn to accept defeat because playing is part of the game.
</td><td>25</td></tr>
<tr><td>
Related Theory Analysis
- This game involves children's cognitive abilities in the concrete operational stage, such as paying attention to the movement of the ball (observation), remembering the position of the ball (memory), and guessing the location of the ball (problem solving). Children can use
</td><td>23</td></tr>
</table>

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simple logic to analyze the pattern of ball movement. This activity is in line with Piaget's development theory, which emphasizes the importance of direct experience to support cognitive growth in early childhood.	
Suitable for Age - This game is very suitable for children aged 5-6 years, because it can support their social-emotional development and language skills. Through this online game, children are introduced to the basic concepts of digital games while expanding their vocabulary and improving their speaking skills. In addition, children can also learn to understand the rules and strategies of the game, so that they are able to participate in games that offer more complex challenges and levels, while training their concentration.	22
Game Steps - Children choose one of the cups of their choice that contains a hidden ball - The cups are then covered with a fast duration and depending on the level of difficulty and the child is asked to choose which cup contains the ball - Children are asked to determine or choose which cup contains the location of the ball - The game shows whether the child's guess is correct or wrong, if correct the child can continue to the next level with a more difficult challenge and if the child's guess is wrong then the game remains at the same level until the child can guess correctly	25
Pictrure of the Project 	

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Link & Barcode of the Project https://websim.ai/p/99w9i8pk37_5zggrtkw8/25 	
Total Score	**95**

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Student Attitude Assessment

Student Name: Alifia Murfidah
NIM: 22010684008
Observation
Period: Weeks 1–8
Course: Technology for Early Childhood Education

Aspect	Score	Justification / Observation Notes
Responsibility	89	Alifia consistently demonstrated a strong sense of responsibility and discipline by always submitting her assignments on time. Her ability to manage deadlines effectively reflected her excellent organizational skills and dedication to her work. Moreover, she carefully followed all instructions with precision, ensuring that each task met the required standards and expectations.
Independence	90	Alifia consistently demonstrated a strong sense of responsibility and discipline by always submitting her assignments on time. Her ability to manage deadlines effectively reflected her excellent organizational skills and dedication to her work. Moreover, she carefully followed all instructions with precision, ensuring that each task met the required standards and expectations.
Academic Honesty	90	Alifia consistently demonstrated a high level of honesty and integrity in all of her assignments, maintaining a strong ethical standard throughout her work. She completed every task with originality and sincerity, ensuring that her submissions were entirely her own. There were no instances of plagiarism or academic misconduct, reflecting her deep respect for academic principles and her commitment to upholding them.
Academic Ethics & Discipline	83	Alifia consistently displayed a polite and respectful attitude in class, treating both her peers and instructors with courtesy and consideration. Her positive demeanor contributed to a supportive and cooperative classroom environment. While she generally maintained a high standard of behavior, there was one instance when she entered the classroom late without providing prior notice.

Demonstration Assessment Result

Student Name**:** Alifia Murfidah
NIM**:** 22010684008
Activity**: Traditional Game – Hide and Seek Game Application**

Assessment Aspect	Score	Observation Notes
Game Explanation	**88**	Alifia demonstrated excellent communication skills by clearly and confidently explaining all aspects of the game, including the roles of each participant, the tools required, and the procedures to be followed. Her explanations were well-organized and easy to understand, ensuring that everyone involved had a clear grasp of how the game worked. She spoke with assurance and clarity, which helped create an engaging and inclusive environment for all participants.
Demonstration Accuracy	**92**	Alifia demonstrated the game precisely as outlined in the instruction card, ensuring that every step was accurately followed and clearly presented. Her faithful adherence to the given directions allowed for a smooth and organized execution of the activity. As a result of her clear demonstration, the other students were able to follow along easily without confusion or hesitation.
Role Management	**90**	Alifia took the initiative to assign roles as part of the activity, demonstrating her ability to organize and manage group participation effectively. While most participants understood their responsibilities right away, there was one individual who seemed confused at the beginning. This brief moment of uncertainty was quickly resolved after Alifia or another team member provided clarification, allowing the participant to understand their role and contribute smoothly to the activity.
Cultural Context Delivery	**86**	Alifia introduced the game by highlighting its traditional roots and emphasizing its value as a fun and engaging activity. She effectively captured the cultural and recreational significance of the game, which helped spark interest among the participants. However, while she succeeded in conveying the enjoyment and heritage aspects, she did not fully articulate how the game connects to specific developmental goals, such as cognitive, social, or physical skills. With a clearer explanation of these educational benefits, her presentation could have offered a more comprehensive understanding of the game's broader purpose