



# Psychoeducation Program to Increase PAUD Teacher Knowledge About Early Childhood Growth And Development Through Development of An Early Childhood Curriculum Based On Developmant Appropriate Practice (DAP) in Bungursari District, Purwakarta Regency, West Java

**Nadya Yulianty**

<sup>1</sup> Pendidikan Anak Usia Dini, Tarbiyah, STAI. DR. KH. EZ. Muttaqien Indonesia  
Email : yuliantynadya@gmail.com

---

ISBN: 978-623-97987-1-0

Received: 25 October 2021

Accepted: 27 October 2021

Published: 22 November 2021

---

## Abstract :

A PAUD teacher must have four competencies in order to become a professional teacher. The four competencies include pedagogic competence, personality competence, professional competence, and social competence. One of the indicators of pedagogic competence in PAUD (Early Childhood Education) teachers is mastering the science of child development, child development, and students' characteristics from the physical, moral, social, cultural, emotional, and intellectual aspects. PAUD teachers play an essential role in optimizing these aspects of child development holistically. Referring to the needs of PAUD teachers and increasing the competence of PAUD teachers in Bungursari Subdistrict, Purwakarta Regency, a psychoeducational program was held for teachers to increase teacher knowledge about the growth and development of early childhood (0-6 years) and early childhood curriculum development based on Development Appropriate Practice (DAP). The method used in this program is psychoeducation given to 33 PAUD teachers from Bungursari District, Purwakarta Regency. The materials include 1) Knowing the Development Characteristics of 0-6 Years Old Children and their stimulation and 2) Development of an Early Childhood Curriculum based on Development Appropriate Practice (DAP) packaged in lecturing learning methods, games, discussions, experiential learning, and presentations. Based on the evaluation results, participants felt the benefits of adding insight and being able to share knowledge with other PAUD teachers and fellow teachers. Several things can be developed from this activity, a review of materials and methods, data collection through pre-post tests, expansion of materials and curriculum for children with special needs, and program sustainability that can be implemented for parents.

**Keywords :** *early childhood education, characteristics, psychoeducation, curriculum*

## INTRODUCTION

Regulations related to professional teachers are described in the Regulation of the Minister of National Education No. 16 of 2007 concerning Academic Qualification Standards and Teacher Competencies. In the regulation, it is stated that a PAUD teacher must have four competencies in order to become a professional teacher. The four competencies include pedagogic competence, personality competence, professional competence, and social competence. One of the indicators of pedagogic competence in PAUD teachers is mastering the science of child development, child development, and students' characteristics from the physical, moral, social, cultural, emotional, and intellectual aspects.

Early childhood is a golden age where this is a period of opportunity for all potentials to grow and develop optimally if they are facilitated and stimulated. This is in synergy with the RI Law No. 20 of 2003 concerning National Education System Article 1 point 14 that Early Childhood Education is a coaching effort aimed at children from birth to the age of 6 years which is carried out through the provision of educational stimuli to assist physical and mental growth and development spiritually so that children have the readiness to enter further education.

The Psychoeducation Program is a program that is useful for teachers to understand and master the characteristics of students from the physical, moral, social, cultural, emotional, and intellectual aspects so that a teacher can provide learning materials that are suitable for children's development, can choose the right solution in learning problems faced by children at school, can be a place for parents to ask questions if they face children's problems at home, can develop various learning strategies that are suitable for children's development, teachers can make appropriate assessments for the development of children's learning progress, and can also combine parenting and learning.

Developmentally Appropriate Practice (DAP)-based curriculum, which is a meaningful learning plan that follows child development as the application of knowledge about child development in PAUD institutions that are adapted to the child's age, adapted to the characteristics of child development, adapted to children's needs and also adapted to culture or place child is raised.

DAP-based curriculum means an approach to education based on research findings on how children develop and learn and what is known about effective early childhood education. The research method uses the Delphi method involving PAUD experts. Therefore, early childhood is developed creatively by developing a DAP-based curriculum (Developmentally Appropriate Practice). Thus, if a teacher understands the characteristics and aspects of development and stimulation in early childhood, it is expected that a teacher will be able to develop a curriculum based on developmentally appropriate practice (DAP), a learning plan that is tailored to the child's development, child's age, child development characteristics, needs. Children, as well as the culture or place where the children grew up.

In Bungursari District itself, as one of the sub-districts in Purwakarta Regency, according to information from the Bungursari IGRA Chair, currently there is an early childhood education institution Raudhatul Athfal with a total of 110 teachers, with different educational backgrounds. From the results of interviews conducted with several PAUD teachers in the Bungursari sub-district, information was obtained that because most of their educational backgrounds were not from PGTK, the teachers felt the need for enrichment of knowledge about early childhood so that it was necessary to provide additional knowledge.

How to stimulate pre-school-age children is undoubtedly different from school-age children. As early childhood educators who interact with children, knowledge of the developmental characteristics of pre-school-aged children is vital for improving teacher abilities, which will affect more optimal simulations for the child's development. Berk, 2003). Because of this background, a Psychoeducation Program was prepared to increase PAUD teacher knowledge about Early Childhood Growth and Development through the Development of an Early Childhood Curriculum based on Development Appropriate Practice (DAP) in collaboration with IGRA Bungursari District in a one-day psychoeducation

program that will be followed by representatives from PAUD educators in the Bungursari district, with the aim of 1) PAUD teachers in Bungursari District getting knowledge about the characteristics of early childhood development (0-6 years); 2) Gaining knowledge about stimulation of growth and development 3) PAUD teachers know and can understand the curriculum and also simple activities in the teaching and learning process that are following the developmental characteristics of their students.

## **THEORITICAL REVIEW**

### **Basic Concepts of Early Childhood Education**

Early childhood education (PAUD) is a level of education before entering the basic education level. In-Law No. 20 of 2003 concerning the National Education System Chapter I, Article 1 Point 14, it is stated that PAUD is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help growth and physical and mental development spiritually so that children have the readiness to enter further education.

Meanwhile, according to the study of PAUD scientific clusters in several countries, PAUD is carried out from the age of 0-8 years, which in its implementation can be done through formal, non-formal and informal channels. PAUD is a form of education that focuses on providing educational stimuli so that the potential that exists in children grows and develops optimally.

Children are born with the potential to develop well, but they cannot do it entirely independently. For this reason, children in their self-development need assistance that is programmed according to their developmental needs. As stated by the Directorate of Early Childhood Education, early childhood education has the primary function of developing all aspects of child development. In connection with this function, the objectives of early childhood education are:

1. To provide care and guidance that allows early childhood to grow and develop according to their potential.
2. To identify deviations that may occur so that if deviations occur, early intervention can be carried out.
3. Providing diverse and exciting experiences for early childhood allows them to develop their potential in various fields so that they are ready to attend education at the elementary school (SD) level.

In line with the explanation above in PP 17 of 2010 concerning Management and Implementation of Education, it is stated that the functions and objectives of PAUD are regulated in article 61 which reads that (1) early childhood education functions to foster, grow and develop all the potential of early childhood optimally so that it is formed basic behavior and abilities in accordance with the stage of development in order to have readiness to enter further education, (2) early childhood education aims to (a) build a foundation for the development of potential learners to become human beings of faith and fear of God Almighty, noble character, noble personality, physically fit, capable, critical, creative, innovative, independent, self-confident and become democratic and responsible citizens, and (b) developing the potential for spiritual, intellectual, emotional, kinesthetic and social intelligence of students during their golden period of growth in a play environment. which is educational and fun.

## Early Childhood Development Characteristics

Early childhood is children aged 0-6 years, where early childhood is called the golden age. Early childhood is the ultimate imitator of what they see they imitate. Early childhood is experiencing growth and development. Growth means changes in quantity experienced by children, such as increased height, weight, and body size. Development means that children experience qualitative development in various abilities, namely gross and fine motor skills, cognitive abilities, language skills, psychosocial and socio-emotional abilities, morals and religious values, and art and creativity.

According to Soetjiningsih, development is an increase in skills in the structure of body functions that are more complex in a regular and predictable pattern due to the maturation process (Wulandari, 2014). Individual development takes place throughout life, starting from the meeting of the father's cells with the mother (prenatal period) and ending at his death. The development of each individual is also not consistently uniform, with each other differing in tempo and quality.

Early childhood (especially the age of 2 to 6 years) is referred to as the sensitive period or sensitive period, which is a period in which certain functions need to be stimulated and directed to prevent their development. For example, if the sensitive period for speaking in this period is passed and is not used correctly, the child will experience difficulties in language skills in the next period. Likewise, the character (moral) development of children, at this time, the child's character must be built either by parents, family or teachers (Susanto, 2015). The world of early childhood is the world of play. The emotions of early childhood are different, sometimes children's emotions are intense, and sometimes children's emotions are unstable. That is where parents must know it.

Early childhood has unique characteristics because they are in a very rapid and fundamental process of growth and development for the next life. Psychologically, early childhood has distinctive and different characteristics from children over the age of 8 years. Unique early childhood has the following characteristics: children are egocentric, children have curiosity (curiosity), children are unique, children have imagination and fantasy, children have short concentration power.

In general, early childhood is grouped into ages (0-1 years), (2-3 years), (4-6 years); with their respective characteristics as follows:

### **a). 0-1 years old**

This age is infancy, but physical development experiences an extraordinary speed, the fastest compared to the next age. The various characteristics of infants aged children can be described as follows:

- Learn motor skills ranging from rolling, crawling, sitting, standing, and walking.
- Learn skills using the five senses such as seeing, observing, touching, hearing, smelling and tasting by putting each object in his mouth.
- Studying social communication. Newborn babies are ready to carry out social contact with their environment. Responsive communication from adults will encourage and expand the baby's verbal and non-verbal responses.

## **b). 2-3 years old**

At this age, there are several characteristics in common with the previous period, which is still experiencing rapid growth. Some noteworthy characteristics for children aged 2-3 years are as follows:

They- Very active in exploring objects around him. He has keen powers of observation and a great desire to learn. The child's exploration of any object he encounters is a very effective learning process. Children's learning motivation at that age occupies the highest graph compared to all ages if there are no environmental obstacles.

- Begins to develop language skills. It begins with chattering, then one or two words and sentences that have no clear meaning. Children continue to learn and communicate, understand other people's speech, and express their hearts and minds.
- Begins to learn to develop emotions. A child's emotional development is based on how the environment treats him. Because emotions are not determined by innate, but more in the environment.

## **c). 4-6 years old**

Age 4 to 6 years, at this age, a child has the following characteristics.

### *a. Physical development (physical and motor)*

The physical development of every child is not always the same, and some are experiencing rapid growth, some are slow. In childhood, the increase in height and weight gain is relatively balanced. The motor development of children consists of two, some are rough, and some are fine.

### *b. Cognitive development*

Cognitive abilities that allow the formation of understanding develop in four stages, namely the sensorimotor stage (0 to 24 months), the pre-operational stage (24 months to 7 years), the concrete operational stage (7 to 11 years), and the formal operational stage (starting at age 11). These stages are a pattern of continuous cognitive development, which everyone will carry out. Therefore, a person's cognitive development can be predicted.

### *c. Speech development*

Speech is a mental motor skill. Speech involves the coordination of muscle groups of different sound mechanisms and has a mental aspect, namely the ability to relate the meaning of the sound produced.

### *d. Emotional development*

Everyone follows the same pattern of emotional development, albeit in different variations. Characteristics of children's emotions are strong emotions, often visible, temporary emotions are unstable, and emotions can be identified through the child's criteria.

### *e. Social development*

Social development follows a pattern, namely a sequence of social behaviour. This pattern is the same for all children in a cultural group. Thus, there is a pattern of children's attitudes about interest in social activities and choice of friends. Therefore, it is possible to predict the planning schedule of attitude and

social skills education.

#### *f. Moral development*

Moral behaviour is behaviour that is learned. In studying moral behaviour, there are three main points, namely (a) studying what social groups expect of their members as stated by laws, customs and regulations; (b) developing a conscience, (c) learning to experience feelings of shame and guilt if their behaviour is not following group expectations.

### **Understanding Curriculum**

The 2013 Curriculum for Early Childhood Education (PAUD) began to be socialized since there was a change from the curriculum based on the Regulation of the Minister of National Education No. 58 of 2009 became the K-13 PAUD curriculum. The PAUD National Curriculum is prepared as a reference for early childhood education units in achieving national education goals as regulated in Law Number 2 of 1989 concerning the National Education System, which aims to educate the nation's life and develop Indonesian people as a whole, namely humans who believe and are devoted to God Almighty and virtuous, has knowledge and skills, physical and spiritual health, a solid and independent personality and a sense of community and national responsibility.

To achieve the educational goals described above, PAUD educators must understand the PAUD Standards contained in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014, which explains that the PAUD curriculum is a set of plans and arrangements regarding objectives, content, and development materials and the method used as a guideline for the implementation of development activities to achieve specific educational goals. In Article 9, the contents of the curriculum are explained as follows:

1. The scope of the content standard includes development programs presented in the form of themes and sub-themes.
2. Themes and sub-themes are arranged according to the characteristics, needs, stages of child development, and local culture.
3. The implementation of themes and sub-themes is carried out in development activities through playing and habituation.
4. The themes developed include religious and moral values, thinking skills, language skills, socio-emotional abilities, physical-motor abilities, and appreciation of art.

Furthermore, Article 10 explains in more detail the principles of implementing learning in PAUD as follows:

1. The scope of development according to the child's age level includes aspects of religious and moral values, physical-motor, cognitive, language, socio-emotional, and art.
2. Religious and moral values include recognising religious values, performing worship, behaving honestly, being helpful, polite, respectful, sportsmanship, maintaining personal and environmental hygiene, knowing religious holidays, respecting, and being tolerant of other people's religions.
3. Physical-motor, including:
  - a. Gross motor, including the ability to move the body in a coordinated, flexible, balanced, agile, locomotor, non-locomotor, and follow the rules;

- b. Fine motor skills, including the ability and flexibility to use fingers and tools to explore and express oneself in various forms; and; c. Health and safety behaviour, including weight, height, age-appropriate head circumference and the ability to behave in a clean, healthy and concerned manner for safety.
4. Cognitive, including:
  - a. learning and problem-solving, including the ability to solve simple problems in everyday life in a flexible and socially acceptable way and apply knowledge or experience in new contexts;
  - b. logical thinking, including differences, classifications, patterns, initiative, planning, and recognizing cause and effect; and
  - c. symbolic thinking, including the ability to recognize, mention, and use the concept of numbers, recognize letters, and be able to represent various objects and their imagination in the form of images.
5. Language, consisting of:
  - a. understand receptive language, including the ability to understand stories, commands, rules, enjoy and appreciate reading;
  - b. express language, including the ability to ask questions, answer questions, communicate orally, retell what is known, learn pragmatic language, express feelings, ideas, and desires in the form of scribbles; and
  - c. literacy, including understanding the relationship between the shape and sound of letters, imitating the shape of letters, and understanding words in stories.
6. Socio-emotional, including:
  - a. Self-awareness, consisting of showing self-ability, recognizing one's feelings and self-control, and being able to adapt to others;
  - b. A sense of responsibility for self and others, including the ability to know their rights, obey the rules, regulate oneself, and be responsible for their behaviour for the good of others; and
  - c. Prosocial behaviour, including the ability to play with peers, understand feelings, respond, share, and respect the rights and opinions of others; be cooperative, tolerant, and behave politely.
7. Art includes the ability to explore and express oneself, imagine with movement, music, drama, and various other fields of art (painting, fine arts, crafts), and appreciate works of art, motion and dance and drama.

The National Association for Early Childhood in America, better known as the National Association of Early Child Years (NAECY), limits the scope of the curriculum as follows:

1. The curriculum contains the material that children learn
2. The curriculum is a process followed by children to achieve the goals set
3. The curriculum contains teacher support for children to achieve goals
4. A blended curriculum when the learning and teaching process occurs

Furthermore, NAECY describes the characteristics of a good PAUD curriculum as follows:

1. Planned very carefully
2. Interesting

3. Involving many parties
4. Following the child's development
5. Respect the culture and language used by children
6. Comprehensive, covering all aspects of development
7. Lead to positive outcomes for all children
8. Developed based on research results
9. Emphasize the active involvement of teachers and children
10. Pay attention to social aspects and skills to comply with the rules
11. Applying the method of assessing quality, the effectiveness of teachers and children
12. Children do actively
13. Concept learning directs children to understand and master basic knowledge and skills
14. Emphasis on meaningful and appropriate learning

Meanwhile, Sujiono (2009: 202) suggests that the following indicators describe an effective curriculum:

1. Children are active and involved
2. Goals are clearly defined
3. Based on the evidence
4. The value of curriculum content is learning through investigative and focused play, as well as a deliberate change
5. Built on previous experience and learning
6. Comprehensive (covering management, methods, media, processes etc.)
7. Validated professional standards, curriculum, the content of study materials
8. The curriculum is intended for the benefit of the child.

More specifically, Sujiono (in Sujiono and Sujiono, 2010: 206) describes that early childhood learning activities are essentially a concrete curriculum development in the form of a set of plans that contain some learning experiences through play given to early childhood based on the potential and developmental tasks that must be completed—mastered in order to achieve the competencies that children must possess.

From the description above, we can learn together that the provisions of each PAUD unit in the implementation of the 2013 Curriculum according to Nugraha. An et al. (2018: 24) contained in the guidebook released by the Directorate of Early Childhood Education, is that PAUD units are expected to:

1. Build a team of educators who are compact and have one common understanding. For this, the PAUD head becomes the team leader in achieving the PAUD unit's vision and mission.
2. The head of the PAUD unit must understand the curriculum more deeply than educators to build a high-quality learning atmosphere (Murphy & Schiller 1992). Heads of PAUD units need curriculum training and training in planning for school improvement, administrative leadership, organizational skills, school environment and climate, communication, community relations, and professional development.
3. The head of the PAUD unit and the teacher must ensure that what children learn is essential reading, writing, math, listening, and speaking skills and



describe the thinking skills and personal qualities that all need to achieve further educational success. 4. The curriculum is prepared based on PAUD Standards. The standards-based curriculum includes the goals and objectives of the standard and everything that is done to enable the achievement of results according to the standards.

4. The head of the PAUD unit should collaborate with parents, community members, and stakeholders to share their expertise, opinions, and assistance in creating a curriculum based on high standards for children's learning.

### **The essence of DAP**

Since 1987 the National Association Of Early Young Childhood (NAEYC) has provided a report on Developmentally Appropriate Practice (DAP) for children from birth to 8 years of age. According to the NAEYC, that education must be under the child's developmental needs. NAEYC's commitment to acting on behalf of children's mission is to promote high-quality education. For this reason, educational programs must be developed according to the stage of child development. For the program to contribute to the child's development, it must articulate the goals for the child's development. The principles in practice appropriate to child development are suggested in the following statement of goals for children, including what we want from children in developing their lives into adulthood and what personal characteristics should be nurtured to contribute to the future society. Peaceful, prosperous and democratic.

DAP is a set of guidelines that suggest curriculum content or content and, in practice, provide educational services according to the developmental needs of each child. According to NAEYC (Bredekamp, 1987), the DAP concept has three dimensions: compatibility with age development, individual growth patterns, and compatibility with children's culture (cultural).

### **DAP-Based PAUD Curriculum Concept**

The curriculum, as stated by NAEYC (1991) Catron and Allen (2003) (Divesi, Rose, 2008), define *curriculum* as "An organized framework which describes the content or subject matter for children to learn, identification of processes regarding what teachers must do to help children learn, in achieving curriculum goals with the context in which teaching and learning occur, more clearly Bredekamp & Rosegrant, (1992) suggests that as an organized framework." Includes three components, namely

1. the content component includes the content or subject matter, general objectives and specific objectives,
2. the process component that describes the pedagogy of the lesson, how teachers teach and ways children learn to achieve the general goals and specific objectives of the curriculum, and
3. The component context, which describes the setting of a conducive learning environment for children to learn.

#### *a. DAP-Based PAUD Curriculum Document Model*

Developing a DAP-based PAUD document model from the results of theoretical studies and experiences in the field, there is no standardized document, with the reasons for (1) understanding how children develop

and learn so that the program is more child-centred, (2). Prioritizing the importance of environmental settings in areas rich in various materials and game tools that can be an option for children to play while learning, (3). Assessment is an integral part of the implementation of learning.

- b. *Guidelines for the Implementation of the DAP-Based PAUD Curriculum Model*  
Referring to various sources regarding the development of DAP, especially from NAEYC, this research focuses mainly on four things, namely related to (a) programs, (b) learning strategies, (c) learning environment, and (d) assessment.

## RESEARCH METHOD

In this activity, the method chosen to deliver material to PAUD teachers is the psychoeducational method. The target participants for this program are PAUD teachers in the Bungursari sub-district, Purwakarta Regency. The institution involved in this program is IGRA, Bungursari District, Purwakarta Regency. The teachers involved in this activity come from the Bungursari area. The number of participants who took part in this activity was 33 people. The success of this psychoeducational method is measured by increasing the realm of cognition with a change in knowledge (cognitive level), which is seen through the evaluation results after the program's implementation.

## FINDINGS AND DISCUSSION

### Program Implementation Stages

The stages in the implementation of this program consist of 3 stages (Kohls & Brussow, 1995), namely: 1). Preparation and Development Stage, This stage is the stage of designing a psychoeducational program that is prepared for the needs of PAUD teachers regarding the developmental characteristics of PAUD children. 2). Program Implementation Stage, This stage is the stage of implementing a psychoeducational program and developing a DAP-based curriculum that is carried out for PAUD teachers in the Bungursari sub-district. 3). Evaluation and Improvement Phase, This stage is the stage of evaluating the success of the program and seeing the strengths and weaknesses of the program for the development of the next program implementation. These stages can be seen in Figure 1 below:

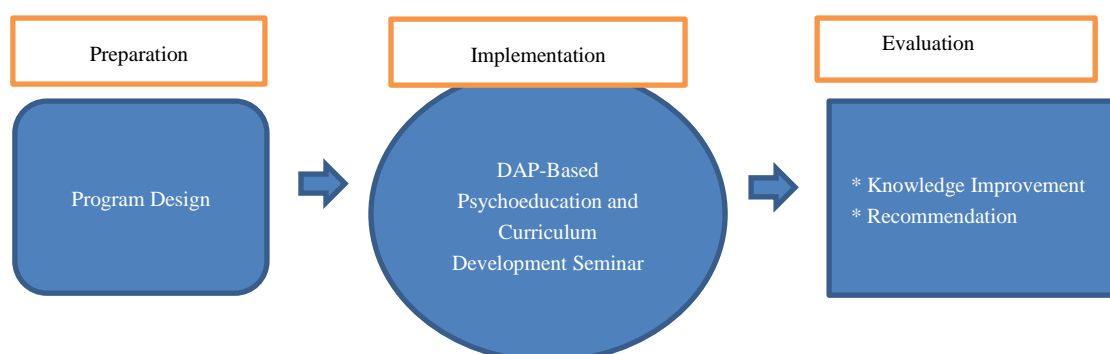


Chart 1. Stages of Psychoeducation Program Implementation

### 1). Phase I – Preparation and Development

The initial stage of this psychoeducational program is to conduct observations and interviews with several Early Childhood Education (PAUD) teachers in Bungursari

District regarding the needs and design of psychoeducational programs that will be followed by teachers in Early Childhood Education related to proper knowledge regarding the development of young children. or development of DAP-based curriculum.

**Table 1. Material Overview**

No	Time	Activity
1	08.00-08.10	Registration
2	08.10-08.15	Opening
3	08.15-08.45	Welcome speech
4	08.45-08.50	Prayer
5	08.50-09.00	Ice Breaking
6	09.00-10.30	Material 1: Knowing Growth and Development and Characteristics of Early Childhood Development and Stimulation of Development for Children aged 0-6 Years Methods: Brainstorming, Lecturing, and brainstorming Game : Rain and Wind
7	10.30-12.00	Material 2: Development of Early Childhood Education Curriculum based on Development Appropriate Practice Method : Lecture, video and brainstorming
8	12.00-12.30	Question and answer
9	12.30-12.45	Activity Evaluation
10	12.45-13.00	Closing

## 2). Stage 2: Implementation

Material 1 is about "Material 1: Knowing Growth and Development and Characteristics of Early Childhood Development and Stimulation of Development for Children aged 0-6 years using the methods: brainstorming, lecturing and brainstorming. To lighten the mood in this material, one session, a rain and wind game simulation, was given, then brainstorming related to students' questions like what is expected by a teacher and have we as a teacher become the teacher expected by a student? After that, lecturing is related to the understanding of PAUD, the concept of early childhood growth and development, aspects of early childhood development, namely physical development (gross motor, fine motor), cognitive development, language development, socio-emotional development, as well as moral and religious development along with stimulation. that should be given by a teacher to optimize aspects of early childhood development. It was seen that the participants were very enthusiastic and very active in participating in material 1. Material 2 session on "Development of an Early Childhood Education Curriculum based on Development Appropriate Practice" using lecturing, video and brainstorming methods. 3). Stage 3: Evaluation.

The evaluation method is carried out by reviewing/recalling related to the material that has been given, and participants are welcome to ask questions regarding all materials that are still unclear and convey what changes were obtained after getting material one and material 2. Moreover, almost all teachers

said that the material was beneficial and very much needed by teachers where almost most of the teacher's background is not from PAUD Education so that psychoeducational materials and curriculum development are constructive in the process of sustaining the teaching process in PAUD units in their respective places.

## CONCLUSION

Seeing the different educational backgrounds of PAUD teachers accompanied by many misconceptions about the characteristics of early childhood development and how to stimulate them, it is crucial to carry out this psychoeducational activity. The seminar and lecturing methods are considered quite effective in increasing the knowledge of PAUD teachers to recognize growth and development as well as the characteristics of early childhood development and stimulation of the development of children aged 0-6 years and also increasing teachers' understanding regarding the development of early childhood education curriculum based on developmentally appropriate practice.

## REFERENCES

- Berk, L. E. (2003). *Child Development* 6th edition. USA: Pearson Education Inc.
- Bredenkamp, S. And C. Copple(eds).(1997).*Developmentally Appropriate Practice in Early Childhood Program*(rev. Ed).Washington, DC : National Association for the Education of Young Children
- Carol Gestwicki.(2008).*Developmentally Appropriate Practice: Curriculum and Development in Early Education*. Canada : Thomson Delmar Learning
- H.E. Mulyasa. (2012). *PAUD Management*, Bandung: Youth Rosda Karya.
- Kohls, L., & Brussow, H. (1995). *Training Know-How For Cross Cultural and Diversity Trainers*. San Francisco: Adult Learning Systems.
- Lukens, E. P., & McFarlane, W. R. (2004). *Psychoeducation as Evidence-Based Practice: Consideration for Practice, Research, and Policy*. *Journal Brief Treatment and Crisis Intervention* Volume 4. .
- Nugraha.A, et al. (2018). *Early Childhood Education Curriculum-What, Why and How*. Jakarta: Directorate of Early Childhood Education
- Megawangi, R. et al. (2005). *Appropriate and Fun Education: Application of Developmentally Appropriate Practice (DAP) Theory*. Depok : Indonesia Heritage Foundation
- Santrock, J. W. (2012). *Child Development*. New York: McGraw Hill.
- Sujiono and Sujiono (2010). *Multiple Intelligence-Based Creative Play*. Jakarta: Index.
- Sujiono, Y. Conscience. (2009). *Basic Concepts of Early Childhood Education*. Jakarta: Index.

### About the Author:

Chief Researcher
Nadya Yulianty <i>STAI DR.KH.EZ.Muttaqien Purwakarta, Indonesia</i>
Researcher Member
-