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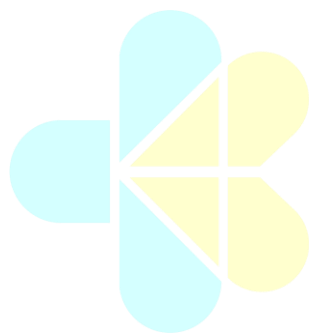
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Kemenkes
Poltekkes Bengkulu



Appendices 1 Master Table

NO	Groups	Initials	Characteristic Data						Cognitive Development Score		
			Age (months)	Gender	Education		Jobs		Pre	Post	Differences
					Father	Mother	Father	Mother			
1	Intervention	An. N	70	Women	S1	High School	Self-employed	Not Working	20	27	7
2	Intervention	An. A	65	Male	S1	High School	Self-employed	Not Working	23	29	6
3	Intervention	An. A	63	Women	S1	S1	Self-employed	Not Working	20	29	9
4	Intervention	An. A	67	Women	S1	S1	Civil Servants/ASN	Educators	23	27	4
5	Intervention	An. A	65	Women	S1	S1	Civil Servants/ASN	Educators	25	29	4
6	Intervention	An. Z	71	Male	S1	S1	Civil Servants/ASN	Educators	23	30	7
7	Intervention	An. S	68	Male	High School	S1	Self-employed	Health Workers	21	29	8
8	Intervention	An. D	65	Women	High School	S1	Self-employed	IRT	18	28	10
9	Intervention	An. F	70	Women	S1	S1	Health Workers	IRT	21	28	7
10	Intervention	An. S	64	Women	S1	S1	Self-employed	IRT	25	29	4
11	Intervention	An. Z	68	Male	S1	S1	Self-employed	Educators	20	29	9
12	Intervention	An. D	66	Male	S1	High School	Educators	Self-employed	23	29	6
13	Intervention	An. A	70	Women	S2	S1	Educators	Educators	20	28	8

14	Intervention	An. F	66	Women	S2	S1	Health Workers	Health Workers	22	29	7
15	Intervention	An. F	72	Male	S1	S1	Civil Servants/ASN	Civil Servants/ASN	21	28	7
16	Intervention	An. T	68	Women	S1	S1	Self-employed	Self-employed	24	29	5
17	Intervention	An. A	67	Male	S1	S1	Self-employed	Educators	20	29	9
18	Intervention	An. S	65	Women	S1	S1	Self-employed	IRT	22	30	8
19	Intervention	An. H	68	Male	S1	S1	Self-employed	IRT	22	29	7
20	Intervention	An. A	70	Women	S1	S1	Educators	Educators	19	28	9
21	Controls	An. A	62	Male	S1	S1	Self-employed	IRT	19	25	6
22	Controls	An. H	64	Male	High School	S1	Self-employed	IRT	22	27	5
23	Controls	An. T	66	Women	High School	S1	Self-employed	IRT	20	25	5
24	Controls	An. N	68	Male	S1	S1	Self-employed	IRT	21	25	4
25	Controls	An. A	70	Women	S1	S1	Self-employed	Educators	23	28	5
26	Controls	An. F	61	Male	S1	S1	Self-employed	Educators	20	24	4
27	Controls	An. F	65	Women	S1	S1	Self-employed	Health Workers	22	28	6
28	Controls	An. A	69	Women	S1	S1	Self-employed	Health Workers	19	26	7
29	Controls	An. K	72	Male	S1	S1	Health Workers	Health Workers	24	28	4
30	Controls	An. K	63	Male	High School	S1	Self-employed	Educators	21	25	4
31	Controls	An. V	67	Women	S1	S1	Not Working	Educators	20	25	5
32	Controls	An. F	64	Women	S2	S1	Educators	Not Working	22	28	6
33	Controls	An. F	70	Women	S1	High School	Self-employed	Not Working	23	27	4
34	Controls	An. Q	66	Women	S1	High School	Civil Servants/ASN	Merchant	21	26	5
35	Controls	An. K	62	Women	S1	High School	Civil Servants/ASN	Merchant	19	26	7

36	Controls	An. D	71	Women	S1	S1	Self-employed	Educators	24	28	4
37	Controls	An. K	65	Women	S2	S1	Self-employed	IRT	22	26	4
38	Controls	An. F	68	Women	S1	S1	Health Workers	IRT	21	26	5
39	Controls	An. S	69	Women	S1	S1	Health Workers	IRT	19	27	8
40	Controls	An. F	63	Women	S1	High School	Merchant	Merchant	23	27	4



Appendices 2 Output SPSS

OUTPUT SPSS

A. Overview of Respondent Characteristics

1. Intervention Groups

Descriptives^a

Kelompok		Statistic		Std. Error
Usia	Intervensi	Mean	67.40	.564
		95% Confidence Interval for Mean	Lower Bound	66.22
			Upper Bound	68.58
		5% Trimmed Mean	67.39	
		Median	67.50	
		Variance	6.358	
		Std. Deviation	2.521	
		Minimum	63	
		Maximum	72	
		Range	9	
		Interquartile Range	5	
		Skewness	.109	.512
		Kurtosis	-.952	.992

a. Kelompok = Intervensi

Tests of Normality^a

Kelompok		Kolmogorov-Smirnov ^b			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Usia	Intervensi	.149	20	.200 [*]	.956	20	.464

*. This is a lower bound of the true significance.

a. Kelompok = Intervensi

b. Lilliefors Significance Correction

Jenis Kelamin^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Laki-laki	8	40.0	40.0	40.0
	Perempuan	12	60.0	60.0	100.0
	Total	20	100.0	100.0	

a. Kelompok = Intervensi

Pendidikan Ayah^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Menengah: SMP/SMA/Setara	2	10.0	10.0	10.0
	Tinggi: D1-S3	18	90.0	90.0	100.0
	Total	20	100.0	100.0	

a. Kelompok = Intervensi

Pendidikan Ibu^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Menengah: SMP/SMA/setara	3	15.0	15.0	15.0
	Tinggi: D1-S3	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

a. Kelompok = Intervensi

Pekerjaan Ayah^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bekerja	20	100.0	100.0	100.0

a. Kelompok = Intervensi

Pekerjaan Ibu^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bekerja	12	60.0	60.0	60.0
	Tidak Bekerja	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

a. Kelompok = Intervensi

2. Control Group

Descriptives^a

Kelompok			Statistic	Std. Error
Usia	kontrol	Mean	66.25	.732
		95% Confidence Interval for Mean	Lower Bound	64.72
			Upper Bound	67.78
		5% Trimmed Mean	66.22	
		Median	66.00	
		Variance	10.724	
		Std. Deviation	3.275	
		Minimum	61	
		Maximum	72	
		Range	11	
		Interquartile Range	6	
		Skewness	.103	.512
		Kurtosis	-1.138	.992

a. Kelompok = kontrol

Tests of Normality^a

Kelompok		Kolmogorov-Smirnov ^b			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Usia	kontrol	.104	20	.200 [*]	.961	20	.557

*. This is a lower bound of the true significance.

a. Kelompok = kontrol

b. Lilliefors Significance Correction

Jenis Kelamin^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Laki-laki	6	30.0	30.0	30.0
	Perempuan	14	70.0	70.0	100.0
	Total	20	100.0	100.0	

a. Kelompok = kontrol

Pendidikan Ayah^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Menengah: SMP/SMA/Setara	3	15.0	15.0	15.0
	Tinggi: D1-S3	17	85.0	85.0	100.0
	Total	20	100.0	100.0	

a. Kelompok = kontrol

Pendidikan Ibu^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Menengah: SMP/SMA/setara	4	20.0	20.0	20.0
	Tinggi: D1-S3	16	80.0	80.0	100.0
	Total	20	100.0	100.0	

a. Kelompok = kontrol

Pekerjaan Ayah^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bekerja	19	95.0	95.0	95.0
	Tidak Bekerja	1	5.0	5.0	100.0
	Total	20	100.0	100.0	

a. Kelompok = kontrol

Pekerjaan Ibu^a

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bekerja	11	55.0	55.0	55.0
	Tidak Bekerja	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

a. Kelompok = kontrol

2. Homogeneity Test (Equivalence) *Independent Samples Test* and *Chi Square*

a. Numerical Data

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Usia	Intervensi	20	67.40	2.521	.564
	kontrol	20	66.25	3.275	.732

Independent Samples Test										
Levene's Test for Equality of Variances				t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Usia	Equal variances assumed	2.103	.155	1.244	38	.221	1.150	.924	-.721	3.021
	Equal variances not assumed			1.244	35.670	.221	1.150	.924	-.725	3.025

b. Categorical Data

Crosstab

			Kelompok		
			Intervensi	kontrol	Total
Jenis Kelamin	Laki-laki	Count	8	6	14
		Expected Count	7.0	7.0	14.0
		% within Jenis Kelamin	57.1%	42.9%	100.0%
		% within Kelompok	40.0%	30.0%	35.0%
	Perempuan	Count	12	14	26
		Expected Count	13.0	13.0	26.0
		% within Jenis Kelamin	46.2%	53.8%	100.0%
		% within Kelompok	60.0%	70.0%	65.0%
Total	Count	20	20	40	
	Expected Count	20.0	20.0	40.0	
	% within Jenis Kelamin	50.0%	50.0%	100.0%	
	% within Kelompok	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.440 ^a	1	.507		
Continuity Correction ^b	.110	1	.740		
Likelihood Ratio	.441	1	.507		
Fisher's Exact Test				.741	.371
Linear-by-Linear Association	.429	1	.513		
N of Valid Cases	40				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.00.

b. Computed only for a 2x2 table

Crosstab

		Kelompok		Total
		Intervensi	kontrol	
Pendidikan Ayah	Menengah: SMP/SMA/Setara	Count	2	3
		Expected Count	2.5	5.0
		% within Pendidikan Ayah	40.0%	60.0%
		% within Kelompok	10.0%	15.0%
	Tinggi: D1-S3	Count	18	17
		Expected Count	17.5	17.5
		% within Pendidikan Ayah	51.4%	48.6%
		% within Kelompok	90.0%	85.0%
Total	Count		20	20
	Expected Count		20.0	20.0
	% within Pendidikan Ayah		50.0%	50.0%
	% within Kelompok		100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.229 ^a	1	.633		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.230	1	.632		
Fisher's Exact Test				1.000	.500
Linear-by-Linear Association	.223	1	.637		
N of Valid Cases	40				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 2.50.

b. Computed only for a 2x2 table

Crosstab

		Kelompok		Total
		Intervensi	kontrol	
Pendidikan Ibu	Menengah: SMP/SMA/setara	Count	3	4
		Expected Count	3.5	7.0
		% within Pendidikan Ibu	42.9%	57.1%
		% within Kelompok	15.0%	20.0%
	Tinggi: D1-S3	Count	17	16
		Expected Count	16.5	33.0
		% within Pendidikan Ibu	51.5%	48.5%
		% within Kelompok	85.0%	80.0%
Total		Count	20	20
		Expected Count	20.0	40.0
		% within Pendidikan Ibu	50.0%	50.0%
		% within Kelompok	100.0%	100.0%

Chi-Square Tests

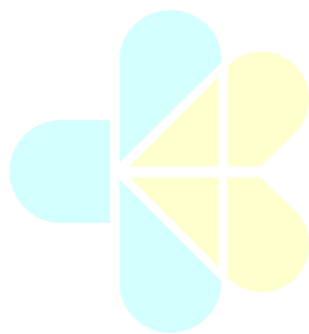
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.173 ^a	1	.677		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.174	1	.677		
Fisher's Exact Test				1.000	.500
Linear-by-Linear Association	.169	1	.681		
N of Valid Cases	40				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is 3.50.

b. Computed only for a 2x2 table

Crosstab

			Kelompok		
			Intervensi	kontrol	Total
Pekerjaan Ayah	Bekerja	Count	20	19	39
		Expected Count	19.5	19.5	39.0
		% within Pekerjaan Ayah	51.3%	48.7%	100.0%
		% within Kelompok	100.0%	95.0%	97.5%
	Tidak Bekerja	Count	0	1	1
		Expected Count	.5	.5	1.0
		% within Pekerjaan Ayah	0.0%	100.0%	100.0%
		% within Kelompok	0.0%	5.0%	2.5%
Total	Count	20	20	40	
	Expected Count	20.0	20.0	40.0	
	% within Pekerjaan Ayah	50.0%	50.0%	100.0%	
	% within Kelompok	100.0%	100.0%	100.0%	



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Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	1.026 ^a	1	.311		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	1.412	1	.235		
Fisher's Exact Test				1.000	.500
Linear-by-Linear Association	1.000	1	.317		
N of Valid Cases	40				

a. 2 cells (50.0%) have expected count less than 5. The minimum expected count is .50.

b. Computed only for a 2x2 table

Crosstab

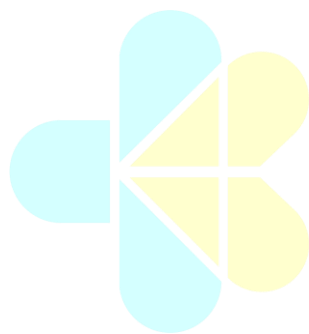
			Kelompok		Total
			Intervensi	kontrol	
Pekerjaan Ibu	Bekerja	Count	12	11	23
		Expected Count	11.5	11.5	23.0
		% within Pekerjaan Ibu	52.2%	47.8%	100.0%
		% within Kelompok	60.0%	55.0%	57.5%
	Tidak Bekerja	Count	8	9	17
		Expected Count	8.5	8.5	17.0
		% within Pekerjaan Ibu	47.1%	52.9%	100.0%
		% within Kelompok	40.0%	45.0%	42.5%
Total	Count		20	20	40
	Expected Count		20.0	20.0	40.0
	% within Pekerjaan Ibu		50.0%	50.0%	100.0%
	% within Kelompok		100.0%	100.0%	100.0%

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1- sided)
Pearson Chi-Square	.102 ^a	1	.749		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.102	1	.749		
Fisher's Exact Test				1.000	.500
Linear-by-Linear Association	.100	1	.752		
N of Valid Cases	40				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.50.

b. Computed only for a 2x2 table



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B. Overview Average cognitive development scores before and after intervention in the intervention and control groups

1. Intervention and Control Group

Descriptives				
Kelompok		Statistic		Std. Error
Pre Test	Intervensi	Mean	21.60	.432
		95% Confidence Interval for Mean	Lower Bound	20.70
			Upper Bound	22.50
		5% Trimmed Mean	21.61	
		Median	21.50	
		Variance	3.726	
		Std. Deviation	1.930	
		Minimum	18	
		Maximum	25	
		Range	7	
		Interquartile Range	3	
		Skewness	.148	.512
		Kurtosis	-.612	.992
	kontrol	Mean	21.25	.369
		95% Confidence Interval for Mean	Lower Bound	20.48
			Upper Bound	22.02
		5% Trimmed Mean	21.22	
		Median	21.00	
		Variance	2.724	
		Std. Deviation	1.650	
		Minimum	19	
		Maximum	24	
		Range	5	
		Interquartile Range	3	
		Skewness	.102	.512
		Kurtosis	-1.069	.992

Post Test	Intervensi	Mean		28.65	.182
		95% Confidence Interval for Mean	Lower Bound	28.27	
			Upper Bound	29.03	
		5% Trimmed Mean		28.67	
		Median		29.00	
		Variance		.661	
		Std. Deviation		.813	
		Minimum		27	
		Maximum		30	
		Range		3	
		Interquartile Range		1	
		Skewness		-.541	.512
		Kurtosis		.190	.992
	kontrol	Mean		26.35	.284
		95% Confidence Interval for Mean	Lower Bound	25.76	
			Upper Bound	26.94	
		5% Trimmed Mean		26.39	
		Median		26.00	
		Variance		1.608	
		Std. Deviation		1.268	
		Minimum		24	
		Maximum		28	
		Range		4	
		Interquartile Range		3	
		Skewness		-.056	.512
		Kurtosis		-1.165	.992

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Kelompok	Statistic	df	Sig.	Statistic	df	Sig.
Pre Test	Intervensi	.146	20	.200 [*]	.957	20	.481
	kontrol	.126	20	.200 [*]	.926	20	.127
Post Test	Intervensi	.317	20	.000	.843	20	.004
	kontrol	.159	20	.200 [*]	.898	20	.038

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

2. Equivalence Test

Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Pre Test	Intervensi	20	21.60	1.930	.432
	kontrol	20	21.25	1.650	.369

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
Pre Test	Equal variances assumed	.574	.453	.616	38	.541	.350	.568	-.800 1.500
	Equal variances not assumed			.616	37.103	.541	.350	.568	-.801 1.501

C. Overview Average cognitive development scores before and after intervention in the intervention and control groups

1. Intervention Group (*wilcoxon test*)

Ranks^a

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0 ^b	.00	.00
	Positive Ranks	20 ^c	10.50	210.00
	Ties	0 ^d		
	Total	20		

a. Kelompok = Intervensi

b. Post Test < Pre Test

c. Post Test > Pre Test

d. Post Test = Pre Test

Test Statistics^{a,b}

	Post Test - Pre Test
Z	-3.939 ^c
Asymp. Sig. (2-tailed)	.000

a. Kelompok = Intervensi

b. Wilcoxon Signed Ranks Test

c. Based on negative ranks.

2. Control Group (wilcoxon test)

Ranks^a

		N	Mean Rank	Sum of Ranks
Post Test - Pre Test	Negative Ranks	0 ^b	.00	.00
	Positive Ranks	20 ^c	10.50	210.00
	Ties	0 ^d		
	Total	20		

- a. Kelompok = kontrol
- b. Post Test < Pre Test
- c. Post Test > Pre Test
- d. Post Test = Pre Test

Test Statistics^{a,b}

	Post Test - Pre Test
Z	-3.963 ^c
Asymp. Sig. (2-tailed)	.000

- a. Kelompok = kontrol
- b. Wilcoxon Signed Ranks Test
- c. Based on negative ranks.

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D. The Effect of *Playdough* Play Therapy and *Loose Parts Play* on Cognitive Development in Early Childhood

Descriptives

		Kelompok		Statistic	Std. Error
Selisih Nilai Pre Test Post Test	Intervensi	Mean		7.05	.400
		95% Confidence Interval for Mean	Lower Bound	6.21	
			Upper Bound	7.89	
		5% Trimmed Mean		7.06	
		Median		7.00	
		Variance		3.208	
		Std. Deviation		1.791	
		Minimum		4	
		Maximum		10	
		Range		6	
		Interquartile Range		3	
		Skewness		-.388	.512
		Kurtosis		-.621	.992
	kontrol	Mean		5.10	.270
		95% Confidence Interval for Mean	Lower Bound	4.53	
			Upper Bound	5.67	
		5% Trimmed Mean		5.00	
		Median		5.00	
		Variance		1.463	
		Std. Deviation		1.210	
		Minimum		4	
		Maximum		8	
		Range		4	
		Interquartile Range		2	
		Skewness		.979	.512
		Kurtosis		.189	.992

Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Selisih Nilai Pre Test Post Test	Intervensi	.189	20	.060	.924	20	.121
	kontrol	.233	20	.006	.836	20	.003

a. Lilliefors Significance Correction

Ranks

	Kelompok	N	Mean Rank	Sum of Ranks
Selisih Nilai Pre Test Post Test	Intervensi	20	26.53	530.50
	kontrol	20	14.48	289.50
	Total	40		

Test Statistics^a

	Selisih Nilai Pre Test Post Test
Mann-Whitney U	79.500
Wilcoxon W	289.500
Z	-3.322
Asymp. Sig. (2-tailed)	.001
Exact Sig. [2*(1-tailed Sig.)]	.001 ^b

a. Grouping Variable: Kelompok

b. Not corrected for ties.



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Appendices 3 Intervention Group Documentation

ATTACHMENT OF RESEARCH DOCUMENTATION

Intervention Groups



Appendices 4 Control Group Documentation

Control Group



Appendices 5 Respondent Application Sheet

RESPONDENT'S APPLICATION LETTER

Dear Sir,

Prospective Respondents

Respectfully,

I am the undersigned:

Name : Abillah Almubaroqah
Students : Department of Nursing Undergraduate
Study Program
Applied Nursing and Nurse Profession
Address : Jl. Museum, Tanah Patah Village, Ratu
Agung District, City
Bengkulu
Hp No. : 0895342400062

Students of the Bengkulu Ministry of Health Polytechnic who will carry out a research entitled "**The Effect of *Playdough and Loose Parts Play* Therapy on Cognitive Development in Early Childhood at TKIT Auladuna Sawah Lebar, Bengkulu City in 2026**".

In connection with this intention, I humbly ask for your participation to become a respondent in this research. The data obtained from this study can be beneficial for the community, health workers, and educational institutions. Information about the data obtained will be guaranteed confidentiality and will only be used for research data. Thus this request, for the attention and participation I thank you for your attention and participation

Bengkulu, 2026

Sincerely,

Abillah Almubaroqah

Appendices 6 Sheets *Informed Consent* and Research Explanation

INFORMED CONSENT AND RESEARCH DESCRIPTION

Dear Sir.

Prospective Respondents

Respectfully,

I am the undersigned:

Name : Abillah Almubaroqah
Students : Department of Nursing Undergraduate Study Program
Applied Nursing and Nurse Profession
Nim : P01720322051
Hp No. : 0895342400062

I am a student of the Bengkulu Ministry of Health Polytechnic who is carrying out a research entitled "**The Effect of *Playdough* and *Loose Parts Play* Therapy on Cognitive Development in Early Childhood at TKIT Auladuna Sawah Lebar Bengkulu City**". This study aims to increase knowledge and to determine the effect of *playdough* and *loose parts play* therapy on cognitive development in early childhood.

In this study, children will follow play therapy in accordance with the intervention group, namely *playdough* and *loose parts play*, which are arranged based on the principle of cognitive stimulation to support logical thinking and symbolic thinking skills. During the session, researchers or observers will monitor children's cognitive development using observation sheets that include the ability to understand the concept of numbers, count numbers, recognize geometric shapes, and group objects based on certain characteristics. The interventions provided are safe, non-pharmacological, and do not cause side effects so they are not risky for children. Participation in this study is voluntary, and parents have the right to terminate their child's participation at any time without any consequences. The compensation provided is in the form of educational game facilities used during the activity, such as *playdough* and *loose parts* provided by the researcher, without financial compensation. All data obtained will be kept confidential and only used for scientific purposes. The expected benefit of this study is that children receive additional cognitive stimulation, as well as parents and educational institutions get scientific information about the use of *playdough* and *loose parts play* therapy in supporting early childhood cognitive development. After obtaining an explanation and understanding the objectives, procedures, benefits, and rights as participants, parents are asked to sign a research consent sheet.

Bengkulu, 2026

(.....)

Appendices 7 Respondent Consent Sheet

RESPONDENT'S CONSENT LETTER

I am the undersigned

Name :

Age :

Gender :

Address :

I am hereby willing to participate as a respondent in a research conducted by Sister Abillah Almubaroqah, an Applied Bachelor of Nursing Student at the Health Polytechnic of the Ministry of Health of Bengkulu with the title "The Effect of *Playdough* Play Therapy and *Loose Parts Play* on Cognitive Development in Early Childhood at TKIT Auladuna Sawah Lebar Bengkulu City in 2026"

This research will not harm me or have a bad effect on me and my family, so I am willing to be a respondent. Thus, I made this letter of approval to be used as it should.

Bengkulu, 2026

(.....)

Appendices 8 Demographic Data Collection

DATA COLLECTION INSTRUMENTS

RESPONDENT DEMOGRAPHICS

* Mark (✓) in the box provided according to your answer!

1. Children's Identity

Yes	Questions	Answer
	1 Child's initials	No. Answers:
	2 Child's age Months	
	3 Gender of the child ☐ Male ☐ Female	

2. Parental Identity

Yes	Questions	Answer
	1 Father's Initials	
	2 Final education	☐ SD ☐ SMP ☐ SMA ☐ Diploma ☐ S1 ☐ S2 ☐ S3 Other:
	3 Jobs	☐ Entrepreneur ☐ Trader ☐ , Farmer ☐ , Fisherman, Entrepreneur ☐ Health Workers, ☐ Civil Servants/ASN ☐ , Educators ☐ Not Working Others:

Yes	Questions	Answer
	1 Mother's Initials	
	2 Final education	☐ SD ☐ SMP ☐ SMA ☐ Diploma ☐ S1 ☐ S2 ☐ S3 Other:
	3 Jobs	☐ IRT ☐ Entrepreneurs ☐ , Traders ☐ , Educators ☐ , Fishermen ☐ , Health Workers, ☐ Civil Servants/ASN ☐ Not Working Others:

Appendices 9 Cognitive Development Observation Instrument Sheet

COGNITIVE DEVELOPMENT OBSERVATION SHEET

Name :

Gender :

Age :

Address :

Yes	Item or Statement	1 (BB)	2 (MB)	3 (BSH)	4 (BSB)
1	Children are able to say the numbers 1–10 in order				
2	The child is able to count the number of objects 1–10 (20-second intervals)				
3	The child is able to show a circle				
4	The child is able to show triangular objects				
5	The child is able to show rectangular objects				
6	The child is able to show a square object				
7	Children are able to group objects based on shape				
8	Children are able to group objects by color				
Quantity					
Total Score					

Source : Siregar, 2023

Score Range	Categories	Interpretation
8–14	BB	Not Yet Developed
15-20	MB	Start Growing
21-26	BSH	Growing Up With Expectations
27-32	BSB	Very Well Developed

Appendices 10 SOP Sheet *Playdough*

STANDARD OPERATING PROCEDURES

PLAYDOUGH *PLAY THERAPY*

	STANDARD OPERATING PROCEDURES PLAYDOUGH <i>PLAY THERAPY</i>
Definition	Playdough <i>play therapy</i> is a structured play session using colorful food-grade plastic dough (± 150–200 grams) designed to stimulate the cognitive abilities of children aged 5–6 years, particularly symbolic thinking and logical thinking, through manipulative activities such as shaping, pressing, rolling, and modifying dough. Cognitive stimulation is directed at the recognition of number symbols and counting simple numbers, the recognition of basic geometric shapes, as well as the ability to group objects based on shapes and colors.
Purpose	Improving children's cognitive abilities through non-directive playdough manipulative activities, especially symbolic thinking and logical thinking skills.
Implementation Procedure	1. Child Preparation a. Give your child brief information in easy-to-understand language. b. Make sure your child is comfortable and ready to take part in the play session. 2. Environmental Preparation a. The room is clean, safe, and has minimal distractions. b. The countertop is flat and easy to clean. 3. Ingredient Preparation a. <i>Colorful food-grade playdough</i> (± 150–200 grams) is prepared in an easy-to-reach container.
Onboarding Stage	1. Greet and introduce yourself 2. Identify the child's identity (name, age, and gender). 3. Explain the purpose and benefits of playdough play therapy activities. 4. Describe the short procedure and the length of the action (± 15 minutes). 5. Make sure the child sits comfortably and the playing position is safe

How It Works	1. The researcher washes hands or uses hand sanitizer. 2. Position the child comfortably sitting on a flat table/floor with <i>playdough</i> within reach. 3. The researcher gives initial instructions that are open: "This is a <i>playdough</i>. This <i>playdough</i> can be shaped, pressed, rolled, or made according to your idea." 4. The researcher provides a gradual trigger to encourage the child's exploration: a. "Try to make a shape out of <i>this playdough</i>." b. "If it's not neat, what can you do to make it better?" 5. The researcher gave a light lighter and observed the child's response when: a. Make small balls from <i>playdough</i> as many as ± 10 pieces. Shape the <i>playdough</i> into simple geometric shapes: circle, triangle, square and rectangular. Groups the results of the <i>playdough</i> shape by color and shape. Pointing and mentioning the shape of a circle, triangle, square, and rectangle of his work 6. The researcher observed the child's symbolic thinking ability through the following activities: a. Count the number of <i>playdough</i> shapes made (1–10)b. Count the number of geometric shapes that the child has made, namely circles, triangles, squares, and rectangles.
Termination and Evaluation Stage	1. End the play activities and appreciate the process carried out by the child. 2. Tidy up the <i>playdough</i> and play area. 3. Score cognitive development using observation sheets. 4. Documentation of the results of the activity 5. Give closure and greetings to the child.

Source : Yuniyartika and Sudaryanti, (2024)

Appendices 11 SOP Sheet *Loose parts play*

STANDARD OPERATING PROCEDURES

LOOSE PARTS PLAY

	STANDARD OPERATING PROCEDURES <i>LOOSE PARTS PLAY</i>
Definition	<i>Loose parts play</i> is a method of cognitive stimulation using loose objects in various colors that are freely explored by children to stimulate logical and symbolic thinking skills, especially grouping objects based on certain characteristics, as well as practicing visual-motor coordination through a non-directive approach.
Purpose	Develop logical, and symbolic thinking skills through the manipulation of colored geometry educational buttons in a free and structured manner.
Implementation Procedure	1. Child Preparation a. Explain in simple terms the activity of playing using geometry educational buttons. b. Make sure your child is comfortable and ready to take part in the play session. 2. Environmental Preparation a. The room is clean, safe, and has minimal distractions. b. The countertop is flat and easy to clean. 3. Ingredient Preparation a. 15 colored geometry educational buttons are prepared within the reach of the child.
Client preparation	1. Greet and introduce yourself 2. Identify the child's identity (name, age, and gender). 3. Explain the purpose and benefits of loose parts play <i>activities</i> 4. Describe the short procedure and the length of the action (± 15 minutes). 5. Make sure the child sits comfortably and the playing position is safe

How It Works	1. The researcher washes hands or uses hand sanitizer. 2. Position the child comfortably sitting on a flat table/floor with geometry educational buttons within reach. 3. The researcher gives initial instructions that are open: "This is a geometric educational button with various colors. These geometry educational buttons can be arranged, selected, and grouped according to your ideas" 4. The researcher provides a lighter: a. "Try to take geometry educational buttons and count them together until 10" b. "Now, arrange these geometry educational buttons as many as 10 pieces" 5. Researchers provide a lighter: a. "Pay attention to the shape of this geometric educational button. Try showing me geometric educational buttons that are round." b. "Now, try to show me a geometric educational button that is triangular." c. "Can you show me geometric educational buttons that are square and rectangular?" 6. Researchers provide lighters: a. "Now, group these geometric educational buttons by color." b. "Try grouping them again based on the same shape."
Termination and Evaluation Stage	1. End the activity and give appreciation. 2. Tidy up geometric educational buttons and play areas. 3. Score cognitive development using observation sheets 4. Document the results of the intervention. 5. End with a greeting.

Sources: São Paulo *et al.*, (2025)

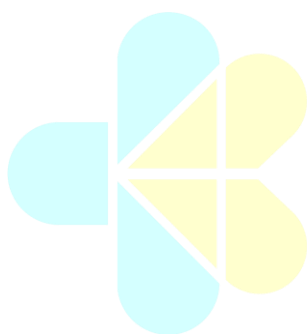
Appendices 12 SOP Sheet *Puzzle*

STANDARD OPERATING PROCEDURES PUZZLE PLAY THERAPY

	STANDARD OPERATING PROCEDURES PUZZLE PLAY THERAPY
Definition	Puzzle therapy is the activity of compiling <i>puzzle pieces</i> that contain the shape of letters or numbers to stimulate the ability to recognize symbols, visual-motor coordination, visual matching, as well as logical thinking and problem-solving skills in children.
Purpose	Improve children's cognitive abilities through the recognition of letter and number symbols, strengthen attention processes and working memory when matching pieces, practice hand-eye coordination, and support logical thinking skills and structured problem-solving.
Implementation Procedure	1. Client Preparation a. Explain the <i>puzzle</i> activity in simple language. b. Make sure your child is comfortable and ready to take part in the session. 2. Environmental Preparation a. The table is flat and the surface is stable. 3. Ingredient Preparation a. <i>Stacking geometry puzzles</i> according to the age of the child.
Onboarding Stage	4. Greet and introduce yourself 5. Identification of the child's identity (name, age, gender) 6. Explain the purpose and benefits of <i>stacking puzzle games</i> in stimulating the ability to recognize letters/numbers and think logically. 7. Describe the steps of the activity and the duration of the action (± 15 minutes).
How It Works	1. The researcher washes hands or uses hand sanitizer. 2. The child is positioned comfortably sitting on a table or flat floor with <i>the geometry puzzle stacking</i> in a separate condition. 3. The researcher gives initial instructions that are open: "This is a <i>stacking puzzle</i>. The pieces can be arranged until the images come together." 4. Children are given the opportunity to arrange and match puzzle pieces with their partners independently. 5. Researchers give light lighters when needed: a. "Look at the shape and position of <i>the stacking puzzle</i>." b. "If it doesn't fit, what can you do?"

	6. After several pieces are arranged, the researcher gives the lighter: a. "Try counting the <i>stacking puzzle</i> pieces that have been installed." b. "Now, count together to 10." 7. Researcher provides lighters: a. "Notice the shape of <i>this stacking puzzle</i> ." b. "Show the one in the shape of a circle." c. "Show the triangular ones." d. "Show the square and rectangular ones." 8. Researchers provide lighters: a. "Now, group the <i>stacking puzzle</i> pieces by their color." b. "Group again by shape."
Termination and Evaluation Stage	1. End the activity slowly and give appreciation for the play process that the child does 2. Tidy up <i>the stacking puzzles</i> and play areas. 3. Score children's cognitive development using observation sheets. 4. Document the results of actions systematically. 5. End with a greeting

Sources: Nazilah & Aliza, (2022)



Kemenkes
Poltekkes Bengkulu

Appendices 13 Kesbangpol Letter



PEMERINTAH KOTA BENGKULU BADAN KESATUAN BANGSA DAN POLITIK

Alamat : Jl. Melur No.1 Kelurahan Nusa Indah
Email : kesbangpolkotabengkulu@gmail.com

REKOMENDASI PENELITIAN

Nomor : 000.9.2/1265/KESBANGPOL-REK/2026

- Dasar : Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 7 Tahun 2014 tentang Perubahan Atas Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian
- Memperhatikan : Surat dari Wakil Direktur I Bidang Akademik Poltekkes Kemenkes Bengkulu Nomor : PP.01.01/F.XXIII.1/3760/2026 tanggal 06 Mei 2026 perihal Izin Penelitian

DENGAN INI MENYATAKAN BAHWA

Nama : ABILLAH ALMUBAROQAH
NPM : P01720322051
Pekerjaan : Mahasiswa/i
Prodi/ Fakultas : Keperawatan Program Sarjana Terapan
Judul Penelitian : Pengaruh Terapi Bermain playdough dan Loose Parts Play terhadap Perkembangan Kognitif pada Anak Usia Dini di TKIT Auladuna Sawah Lebar Kota Bengkulu
Tempat Penelitian : TKIT Auladuna Kelurahan Sawah Lebar Kota Bengkulu
Waktu Penelitian : 14 April 2026 s.d 14 Juni 2026
Penanggung Jawab : Wakil Direktur I Bidang Akademik Poltekkes Kemenkes Bengkulu

- Dengan Ketentuan :
- 1 Tidak dibenarkan mengadakan kegiatan yang tidak sesuai dengan penelitian yang dimaksud.
 - 2 Harus mentaati peraturan perundang-undangan yang berlaku serta mengindahkan adat istiadat setempat.
 - 3 Apabila masa berlaku Rekomendasi Penelitian ini sudah berakhir, sedangkan pelaksanaan belum selesai maka yang bersangkutan harus mengajukan surat perpanjangan Rekomendasi Penelitian.
 - 4 Surat Rekomendasi Penelitian ini akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat ini tidak mentaati ketentuan seperti tersebut diatas.

Demikianlah Rekomendasi Penelitian ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Bengkulu, 13 Mei 2026

a.n. WALI KOTA BENGKULU

Kepala Badan Kesatuan Bangsa dan Politik Kota Bengkulu,



Saipul, S.Sos
Pembina Utama Muda, IV/c
NIP. 197207091992021001

Appendices 14 Research Permit



YAYASAN PENDIDIKAN SOSIAL DAN DAKWAH AL FIDA BENGKULU
TAMAN KANAK-KANAK ISLAM TERPADU (TKIT) AULADUNA 1
 TERAKREDITASI A NPSN : 10703641
 Jl. Semeru no 27 RT. 04/01 Sawah Lebar Kec. Ratu Agung Kota Bengkulu Telp. 0853 6862 8869

TKIT AULADUNA 1

SURAT KETERANGAN
 Nomor: 800.U/059/TKIT AULADUNA 1/VIII/2025

Saya yang bertanda tangan dibawah ini Kepala Taman Kanak-kanak Islam Terpadu (TKIT) AULADUNA Kota Bengkulu, menerangkan :

Nama : Abillah Alimubaroqah
NIM : P01720322051
Program Studi : Keperawatan
Fakultas : Politeknik Kesehatan Kemenkes Bengkulu

Berdasarkan surat izin penelitian Nomor : PP.06.02/F.XXIII.1/6421/2025 sekolah menyetujui saudari A.n Abillah Alimubaroqah NPM. P01720322051 untuk melaksanakan Penelitian di TKIT AULADUNA 1 Kota Bengkulu.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Bengkulu, 26 Agustus 2025
 Kepala Sekolah,



TKIT AULADUNA 1
Misni Akzaiti, S.Pd.AUD., M.Pd
 NIPY. 198708132006112041

Appendices 15 A Certificate of Ethical Worthiness



Kementerian Kesehatan
Poltekkes Bengkulu

Jalan Indragiri No. 3 Padang Harapan
Bengkulu 38225
(0736) 341212
<https://poltekkesbengkulu.ac.id>

KETERANGAN LAYAK ETIK
DESCRIPTION OF ETHICAL EXEMPTION
"ETHICAL EXEMPTION"

No.KEPK.BKL/132/02/2026

Protokol penelitian versi 1 yang diusulkan oleh :
The research protocol proposed by

Peneliti utama : ABILLAH ALMUBAROQAH
Principal In Investigator

Nama Institusi : Poltekkes Kemenkes Bengkulu
Name of the Institution

Dengan judul:

Title
"PENGARUH TERAPI BERMAIN PLAYDOUGH DAN LOOSE PARTS PLAY TERHADAP PERKEMBANGAN KOGNITIF PADA ANAK USIA DINI DI TKIT AULADUNA SAWAH LEBAR KOTA BENGKULU TAHUN 2026"

"THE EFFECT OF PLAYDOUGH AND LOOSE PARTS PLAY THERAPY ON COGNITIVE DEVELOPMENT IN EARLY CHILDHOOD IN KINDERGARTEN AULADUNA SAWAH LEBAR, BENGKULU CITY IN 2026"

Dinyatakan layak etik sesuai 7 (tujuh) Standar WHO 2011, yaitu 1) Nilai Sosial, 2) Nilai Ilmiah, 3) Pemerataan Beban dan Manfaat, 4) Risiko, 5) Bujukan/Eksploitasi, 6) Kerahasiaan dan Privacy, dan 7) Persetujuan Setelah Penjelasan, yang merujuk pada Pedoman CIOMS 2016. Hal ini seperti yang ditunjukkan oleh terpenuhinya indikator setiap standar.

Declared to be ethically appropriate in accordance to 7 (seven) WHO 2011 Standards, 1) Social Values, 2) Scientific Values, 3) Equitable Assessment and Benefits, 4) Risks, 5) Persuasion/Exploitation, 6) Confidentiality and Privacy, and 7) Informed Consent, referring to the 2016 CIOMS Guidelines. This is as indicated by the fulfillment of the indicators of each standard.

Pernyataan Laik Etik ini berlaku selama kurun waktu tanggal 04 Februari 2026 sampai dengan tanggal 04 Februari 2027.

This declaration of ethics applies during the period February 04, 2026 until February 04, 2027.



February 04, 2026
Chairperson,

apt. Zamharira Muslim, M.Farm

Appendices 16 Research Completion Letter

 TKIT AULADUNA 1	YAYASAN PENDIDIKAN SOSIAL DAN DAKWAH AL FIDA BENGKULU TAMAN KANAK-KANAK ISLAM TERPADU (TKIT) AULADUNA 1 TERAKREDITASI A NPSN : 10703641 Jl. Semeru no 27 RT. 04/01 Sawah Lebar Kec. Ratu Agung Kota Bengkulu Telp. 0853 6862 8869
---	--

SURAT KETERANGAN

Nomor: 800.U/203/TKIT AULADUNA 1/VI/2026

Saya yang bertanda tangan dibawah ini Kepala Taman Kanak-kanak Islam Terpadu (TKIT) AULADUNA Kota Bengkulu, menerangkan :

Nama	: Abillah Almubaroqah
NIM	: P01720322051
Program Studi	: Keperawatan Program Sarjana Terapan
Jurusan	: Keperawatan
Fakultas	: Politeknik Kesehatan Kemenkes Bengkulu

Telah melaksanakan Penelitian di TKIT AULADUNA 1 Kota Bengkulu dengan Judul "Pengaruh Terapi Bermain Playdough dan Loose Parts Play terhadap Perkembangan Kognitif pada Anak Usia Dini" dari tanggal 14 April - 14 Juni 2026.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, agar dapat dipergunakan sebagaimana mestinya.

Bengkulu, 10 Juni 2026
Kepala Sekolah,



TKIT AULADUNA 1
Misni Akzaiti, S.Pd.AUD., M.Pd
NIPY. 198708132006112041

Appendices 17 Thesis Guidance Consul Sheet

LEMBAR BIMBINGAN PROPOSAL

Pembimbing 1: Ns. Hermansyah, S.Kep., M.Kep.

Nama : Abillah Almubaroqah

Nim : P01720322051

Judul : Pengaruh Terapi Bermain *Playdough* dan *Loose Parts Play* terhadap Perkembangan Kognitif pada anak usia dini di TKIT Auladuna Sawah Lebar Kota Bengkulu.

No	HARI/ TANGGAL	TOPIK	SARAN	PARAF
1.	Senin, 28 Juli 2025	Konsul Judul	- Cari masalah terkait penelitian yang diminati - Alasan mengenai pengambilan judul	
2.	Kamis, 31 Juli 2025	Konsul judul	- Acc judul - Perbanyak referensi terkait judul - Lakukan studi lapangan - Lanjut ke BAB I, BAB II, BAB III, dan BAB IV	
3.	Senin, 6 Oktober 2025	Konsul BAB I, BAB II, BAB III, dan BAB IV	- Perbaiki isi BAB I - Perbaiki penulisan - Perbaiki sumber materi	
4.	Senin, 10 November 2025	Konsul perbaikan BAB I, BAB II, BAB III, dan BAB IV	- Tambahkan jurnal yang mendukung di BAB II - Perbaiki definisi oprasional - Perbaiki variabel perancu	

			• Sistematika penulisan • Perbaiki rumus perhitungan sample • Perbaiki daftar pustaka	
5.	Selasa, 12 November 2025	Konsul BAB I, BAB II, BAB III, dan BAB IV	• Perbaiki penulisan • Tambahkan materi kelompok kontrol • Perbaiki analisis univariat • Tambahkan sumber pada instrumen penelitian	
6.	Selasa, 18 November 2025	Konsul perbaikan BAB I, BAB II, BAB III, dan BAB IV	• Perbaiki penulisan • Tambahkan pada data kategorik • Tambahkan hasil penelitian pada "puzzle" • Buat lampiran proposal	
7.	Rabu, 19 November 2025	Konsul BAB I, BAB II, BAB III, dan BAB IV	• ACC Proposal dan lanjut ujian proposal	
8.	Kamis, 11 Juni 2026	Konsul BAB V	• Perbaiki kalimat dengan menghapus kalimat yang berulang • Perbaiki penulisan pertemuan menjadi penelitian • Menambahkan langkah pengolahan data yang di bab 4 ke alur penelitian	
9.	Jumat, 12 Juni 2026	Konsul perbaikan alur penelitian dan	• Perbaiki kalimat dan penulisan kata di alur penelitian	

		interpretasi hasil BAB V	• Perbaiki penulisan adanya pengaruh signifikan	
10.	Rabu, 17 Juni 2026	Konsul BAB VI	• Perbaiki hasil penelitian dengan mempertegas penulisan • Perbaiki dengan membuat hasil penelitian sejalan kemudian dilanjutkan teori • Tambahkan perbedaan dan penjelasan kelebihan kelompok intervensi dibandingkan kelompok kontrol	fr
11.	Jumat, 19 Juni 2026	Konsul keterbatasan penelitian	• Tambahkan keterbatasan waktu di keterbatasan penelitian • Ganti keterbatasan penelitian yang desain penelitian	fr
12.	Senin, 22 Juni 2026	Konsul perbaikan dan keseluruhan skripsi	• Mengganti menjadi diketahui di tujuan khusus • Menghilangkan kata akan di bab iv • Menghilangkan rencana penelitian di bab iv • Rapikan penulisan	fr
13.	Rabu/ 24 Juni 2026	Konsul perbaikan dan ACC skripsi	• ACC perbaikan skripsi • Persiapkan semua dokumen untuk syarat seminar hasil • Daftar seminar hasil	fr

LEMBAR KONSUL PROPOSAL

Pembimbing 2 : Ns. Mercy Nafratilova. S.Kep.,M.Kep.,Sp.Kep.An

Nama : Abillah Almubaroqah

Nim : P01720322051

Judul : Pengaruh Terapi Bermain *Playdough* dan *Loose Parts Play* terhadap Perkembangan Kognitif pada anak usia dini di TKIT Auladuna Sawah Lebar Kota Bengkulu.

No	HARI/ TANGGAL	TOPIK	SARAN	PARAF
1.	Senin, 28 Juli 2025	Konsul Judul	• Cari masalah terkait penelitian yang diminati • Alasan mengenai pengambilan judul	
2.	Kamis, 31 Juli 2025	Konsul judul	• Acc judul • Perbanyak referensi terkait judul • Lakukan studi lapangan • Lanjut ke BAB I, BAB II, BAB III, dan BAB IV	
3.	Senin, 6 Oktober 2025	Konsul BAB I, BAB II, BAB III, dan BAB IV	• Perbaiki isi BAB I • Perbaiki penulisan • Perbaiki sumber materi • Penambahan materi di BAB II • Revisi Daftar pustaka	
4.	Senin, 10 November 2025	Konsul perbaikan BAB I, BAB	• Tambahkan jurnal yang mendukung di BAB II	

		II, BAB III, dan BAB IV	• Sistematika penulisan • Perbaiki daftar pustaka	
5.	Senin, 17 November 2025	Konsul BAB I, BAB II, BAB III, dan BAB IV	• Perbaiki penulisan • Perbaiki analisa bivariat	3
6.	Rabu, 19 November 2025	ACC Proposal	• ACC perbaikan skripsi • Daftar seminar proposal	3
7.	Senin, 12 Juni 2026	Konsul alur penelitian	• Perbaiki kalimat dengan menghapus kalimat yang berulang • Perbaiki penulisan pertemuan menjadi penelitian • Menambahkan langkah pengolahan data yang di bab 4 ke alur penelitian	4
8.	Selasa, 26 Mei 2026	Konsul perbaikan alur penelitian dan interpretasi hasil BAB V	• Perbaikam kalimat dan penulisan kata di alur penelitian • Tambahkan penulisan penurunan di perbedaan rata rata • Perbaiki penulisan adanya pengaruh signifikan	4
9.	Rabu, 17 Juni 2026	Konsul bab VI	• Perbaiki hasil penelitian dengan mempertegas penulisan • Perbaiki dengan membuat hasil penelitian sejalan kemudian dilanjutkan teori • Tambahkan perbedaan dan penjelasan kelebihan kelompok	4

			intervensi dibandingkan kelompok kontrol	
10.	Jumat, 19 Juni 2026	Konsul keterbatasan penelitian	• Tambahkan keterbatasan waktu di keterbatasan penelitian • Ganti keterbatasan penelitian yang desain penelitian	4
11.	Senin, 22 Juni 2026	Konsul perbaikan dan keseluruhan skripsi	• Menghilangkan kata akan di bab iv • Menghilangkan rencana penelitian di bab iv • Rapikan penulisan	4
12.	Rabu/ 24 Juni 2026	Konsul perbaikan dan ACC skripsi	• ACC perbaikan skripsi • Persiapkan semua dokumen untuk syarat seminar hasil • Daftar seminar hasil	4

		II, BAB III, dan BAB IV	• Sistematika penulisan • Perbaiki daftar pustaka	
5.	Senin, 17 November 2025	Konsul BAB I, BAB II, BAB III, dan BAB IV	• Perbaiki penulisan • Perbaiki analisa bivariat	2
6.	Rabu, 19 November 2025	ACC Proposal	• ACC perbaikan skripsi • Daftar seminar proposal	2
7.	Senin, 12 Juni 2026	Konsul alur penelitian	• Perbaiki kalimat dengan menghapus kalimat yang berulang • Perbaiki penulisan pertemuan menjadi penelitian • Menambahkan langkah pengolahan data yang di bab 4 ke alur penelitian	4
8.	Selasa, 26 Mei 2026	Konsul perbaikan alur penelitian dan interpretasi hasil BAB V	• Perbaikam kalimat dan penulisan kata di alur penelitian • Tambahkan penulisan penurunan di perbedaan rata rata • Perbaiki penulisan adanya pengaruh signifikan	4
9.	Rabu, 17 Juni 2026	Konsul bab VI	• Perbaiki hasil penelitian dengan mempertegas penulisan • Perbaiki dengan membuat hasil penelitian sejalan kemudian dilanjutkan teori • Tambahkan perbedaan dan penjelasan kelebihan kelompok	4

			intervensi dibandingkan kelompok kontrol	
10.	Jumat, 19 Juni 2026	Konsul keterbatasan penelitian	• Tambahkan keterbatasan waktu di keterbatasan penelitian • Ganti keterbatasan penelitian yang desain penelitian	4
11.	Senin, 22 Juni 2026	Konsul perbaikan dan keseluruhan skripsi	• Menghilangkan kata akan di bab iv • Menghilangkan rencana penelitian di bab iv • Rapikan penulisan	4
12.	Rabu/ 24 Juni 2026	Konsul perbaikan dan ACC skripsi	• ACC perbaikan skripsi • Persiapkan semua dokumen untuk syarat seminar hasil • Daftar seminar hasil	4

			• Sistematika penulisan • Perbaiki rumus perhitungan sample • Perbaiki daftar pustaka	
5.	Selasa, 12 November 2025	Konsul BAB I, BAB II, BAB III, dan BAB IV	• Perbaiki penulisan • Tambahkan materi kelompok kontrol • Perbaiki analisis univariat • Tambahkan sumber pada instrumen penelitian	
6.	Selasa, 18 November 2025	Konsul perbaikan BAB I, BAB II, BAB III, dan BAB IV	• Perbaiki penulisan • Tambahkan pada data kategorik • Tambahkan hasil penelitian pada "puzzle" • Buat lampiran proposal	
7.	Rabu, 19 November 2025	Konsul BAB I, BAB II, BAB III, dan BAB IV	• ACC Proposal dan lanjut ujian proposal	
8.	Kamis, 11 Juni 2026	Konsul BAB V	• Perbaiki kalimat dengan menghapus kalimat yang berulang • Perbaiki penulisan pertemuan menjadi penelitian • Menambahkan langkah pengolahan data yang di bab 4 ke alur penelitian	
9.	Jumat, 12 Juni 2026	Konsul perbaikan alur penelitian dan	• Perbaiki kalimat dan penulisan kata di alur penelitian	

LEMBAR KONSUL PROPOSAL

Pembimbing 2 : Ns. Mercy Nafratilova. S.Kep.,M.Kep.,Sp.Kep.An

Nama : Abillah Almubaroqah

Nim : P01720322051

Judul : Pengaruh Terapi Bermain *Playdough* dan *Loose Parts Play* terhadap Perkembangan Kognitif pada anak usia dini di TKIT Auladuna Sawah Lebar Kota Bengkulu.

No	HARI/ TANGGAL	TOPIK	SARAN	PARAF
1.	Senin, 28 Juli 2025	Konsul Judul	• Cari masalah terkait penelitian yang diminati • Alasan mengenai pengambilan judul	
2.	Kamis, 31 Juli 2025	Konsul judul	• Acc judul • Perbanyak referensi terkait judul • Lakukan studi lapangan • Lanjut ke BAB I, BAB II, BAB III, dan BAB IV	
3.	Senin, 6 Oktober 2025	Konsul BAB I, BAB II, BAB III, dan BAB IV	• Perbaiki isi BAB I • Perbaiki penulisan • Perbaiki sumber materi • Penambahan materi di BAB II • Revisi Daftar pustaka	
4.	Senin, 10 November 2025	Konsul perbaikan BAB I, BAB	• Tambahkan jurnal yang mendukung di BAB II	