

## **Learning Alignment of School Readiness in One-Year Early Childhood Education Student to first grade of Elementary School**



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**ABSTRACT:** This study aims to analyze teachers' perceptions and expectations about school readiness, learning strategies and the alignment of in One-Year Early Childhood Education Students to first grade of Elementary School. This research utilized a qualitative research with multiple case study research type. The data collection was done through interviews, observation and documentation. Then, the data of this study was analyzed using individual and cross-case data analysis using the Miles & Huberman model, namely data collection, data presentation, data reduction, conclusions and verification. The results of the study showed that: 1) teacher's perceived readiness for school is the various abilities of students covering six aspects of children's development and self-regulation, age adequacy and adequacy of motivation and interest in learning; 2) learning strategies for school readiness using thematic and scientific approaches and differentiated learning models; 3) the learning environment to support school readiness is classical and interesting class arrangements, 4) the alignment of learning between both of them is in harmony with material and methods by making it happen through collaboration between early childhood education and elementary school and students' parents.

**KEYWORDS:** alignment, learning, school readiness

### **INTRODUCTION**

Children who participated in Pendidikan Anak Usia Dini (henceforth PAUD) obtained a conducive learning environment, was motivated to learn, received guidance and direction so that their development was optimal (Tanu, 2017). PAUD provides opportunities for children to obtain various educational stimuli with an emphasis on laying the groundwork towards physical growth and development, cognitive intelligence, emotional and spiritual intelligence, language and communication in accordance with their uniqueness and developmental stage to help the physical and spiritual growth and development of children so that they have the readiness to enter further education (Raihana, 2018). In PAUD, there are also many values taught and internalized in children through habituation, self-development and supporting materials (Ramdani et al., 2017). The function of PAUD as a supporter of the preparation of children to enter a higher level of education, namely to the elementary school level is listed in Permendikbud Number 146 of 2014 concerning the PAUD curriculum. In general, PAUD is the foundation in preparing children to enter primary, secondary and tertiary education (Mulyasa, 2017).

The readiness of children to enter elementary school shows the extent to which preschool/ early childhood children are ready to succeed in school (Faqumala & Pranoto, 2020). Children who are prepared for school will enjoy benefits and advance in their development. Thordike's law of readiness stated that if children have the readiness to act and carries it out, they will experience satisfaction, however if they lack the ready to act and are forced to do so, they will experience unhappiness (Faqumala & Pranoto, 2020). This means that children who are not yet sufficiently school-ready will feel compelled to complete their learning assignments and will be dissatisfied with what they are doing if they are placed in elementary school. On the other hand, children who are school-ready when they enter elementary school will be able to take lessons well.

Two characteristics, namely transition and competence in the three building dimensions (ready kid, ready school, and ready family), characterize school readiness (UNICEF, 2012a). School readiness is the ability of a child in the form of basic skills and knowledge in various fields that enable children to succeed in school, from a holistic perspective it includes five domains related to performance and further school behavior including physical well-being and development motor skills, social and emotional development, approaches to learning, language development, cognition and generativization (UNICEF, 2012a).

The transition from PAUD to school according to the Bio-ecological theory of Bronfenbrenner (1986) is the transition to school as a continuous event that involves changes in the environment and requires adjustments both cognitively, socially and emotionally (Nurhayati, 2017). With regard to readiness for school, transition is defined as the movement of children into a new

## Harmonization of School Readiness Learning for Early Childhood Education One Year Pre-Elementary Education Students with Early Grade Elementary Schools

learning environment and adaptation to a new learning environment (Elementary School). Families learn to cooperate with sociocultural systems, namely education and schools make provisions for the acceptance of new students in systems that represent individual and societal diversity (UNICEF, 2012a). The transition from PAUD to elementary school is also interpreted as an ongoing event that requires children to adapt to changing environments, social identities, social networks and teaching and learning methods (Kemdikbudristek, 2021a). Based on this definition, transition does not only involve children but also families and education units, both in PAUD and elementary school.

Early childhood education as the foundation for basic education that equips children with school readiness needs to be continuity of stimulation both social, emotional, language, motoric and cognitive in early childhood education to the next level (elementary school). The success of the transition from PAUD to elementary school affects the success of children in further education. Children who are able to adapt to their new learning environment or are able to transition smoothly towards a more structured learning process in elementary school are considered ready for school (UNICEF, 2012a).

Successful children in the PAUD to elementary school transition period need support from various parties. According to Ki Hajar Dewantoro, education is a shared responsibility between families, schools, government and society (Suyanto, 2005). The PAUD units, parents, elementary schools, and the government are also jointly responsible for ensuring that children are prepared for school. The government implements the PAUD-elementary school transition program and the school readiness program as a means of strengthening the one-year pre-elementary school PAUD program, as well as a circular letter from the Director General of Early Childhood Education, Basic Education, and Secondary Education number 10968/c/dm.00.03/2021 regarding the alignment of learning between PAUD units and elementary school units which mandates realizing a transitional period for PAUD elementary school in order to create harmony in the learning approach between PAUD-elementary school which creates a positive attitude in learning.

Alignment of learning approaches between early-grade PAUD and elementary school is very important to support the successful transition of children from PAUD to elementary school. Alignment is also interpreted as continuity. The continuity of learning in PAUD and early elementary schools is very necessary because it plays a key role in achieving the strengthening and success of the PAUD-elementary school transition (Kemdikbudristek, 2021b). The learning process between kindergarten and elementary school in the early grades requires continuity/harmony so that children's readiness for school does not fade and can be optimized (Andiarti & Felisia, 2019). The alignment that has been carried out by the government is in the form of compiling PAUD learning outcomes as an effort to place the PAUD and elementary school curricula in one learning path so that the end result is entering grade 1 elementary school to support children's readiness for school. The alignment of PAUD-elementary school learning is an important practice of school readiness which is one of the dimensions in building school readiness (UNICEF, 2012b). Alignment needs to be done to ensure that the experiences children gain while in PAUD and in subsequent education can contribute consistently to child development, early child development problems can be quickly identified and resolved (Allen & Kelly, 2015). Such alignment is also important in supporting children as they transition between new learning settings and environments (Allen & Kelly, 2015).

Based on the results of preliminary study, There are differences in the learning experience-related characteristics of children who have attended kindergarten from group A and those who have entered group B immediately. The developmental achievements of group B children are lower than those of group A children who attended kindergarten. On the basis of limited observations and interviews, it was determined that children with developmental difficulties need guidance. Early elementary school grades were characterized by the presence of students with low school preparedness. The prevalence of differences in students' abilities necessitates learning strategies that accommodate these differences and pay greater attention so that pupils can still be school-ready. Parents expect their kindergarten-aged children to be able to read and write, and they are impatient with the process. As a result, calistung instruction utilizing the drill method continues to be a common practice. The understanding of parents and educators regarding school readiness is academic preparedness, therefore they continue to prioritize reading, writing, and arithmetic skills (Nurhayati, 2017). According to Sartika et al, 2011 in Faqumala & Pranoto (2020), the abilities that are actually needed in readiness to enter elementary school are social and emotional abilities; it is not academic abilities.

The technique of learning through the drill method is contrary to human rights since it forces children to study while learning should be voluntarily. Article 4 of the Law of the Republic of Indonesia number 23 of 2002 on Child Protection states that "every child has the right to be able to live, grow, develop, and participate fairly in accordance with human dignity and dignity, and to receive protection from violence and discrimination," and article 9 paragraph 1 states that "every child has the right to receive education and teaching within the framework of developing his personality and level of intelligence in accordance with his own individual needs." In PAUD, children should derive pleasure and fulfillment from their learning activities through play, as opposed to training, such as the drill approach, which makes early childhood unpleasant and even inhibits their desire to learn (Faqumala & Pranoto, 2020). According to the results of interviews with the principal and teachers at Sekolah Dasar Negeri 5 Loktabat Utara, there was once a child who was afraid of the teacher because of the effect of forced learning during tutoring when he was still in kindergarten.

## Harmonization of School Readiness Learning for Early Childhood Education One Year Pre-Elementary Education Students with Early Grade Elementary Schools

Another finding was expressed by the head of the PAUD - elementary school communication forum in Banjarbaru that there were still differences in perceptions between kindergarten and early grade elementary school teachers regarding school readiness and the characteristics of early grade elementary school age children who were actually early childhood. This difference in perception makes the treatment in learning also different and not aligned. The implementation of learning is still teacher-oriented and not in accordance with the principles of early childhood learning which should be child-centered, so that learning still emphasizes the ability to read, write, count, give worksheets and homework (Mulyasa, 2017).

In order to achieve the expected school readiness learning outcomes, it is important to choose the right learning approach according to the target characteristics. The approach to learning is one of the factors that effect learning outcomes. The selection of learning approaches for early childhood in early childhood early childhood education and elementary schools should be in accordance with the principles of learning for early childhood (Shah, 2017). One of the principles is child-centered learning, namely learning is planned and implemented for children with the perspective of child development according to the needs of the child and the child's world (Suryana, 2019).

The learning needs of one child with another certainly experience differences as well as the characteristics of different children, children's readiness for school is also different. Research reveals that there are 41 school readiness profiles which are summarized in six school readiness profiles, namely 1) positive development, 2) comprehensive risk, 3) personal and social strength, 4) cognitive and language strength, 5) health strength and 6) cognitive, personal strength and social (Pan et al., 2019). With the diversity of school readiness profiles, educators need to provide opportunities for children to develop themselves according to their readiness profile. Educators must be able to provide guidance and direction as well as appropriate stimulus by taking into account differences in children's readiness for school (Faqumala & Pranoto, 2020).

Early grade PAUD - elementary school learning also needs to be aligned. Alignment of learning from one learning environment to another as well as communication and collaboration between educators will enable children to build correlations between lessons, between ideas and processes in one topic between topics and between learning from one year to the next. If there is no alignment, it will disrupt and hinder the transition process. The stress and difficulties that children experience during transition can undermine the early learning they have built and interfere with the child's social, emotional and physical well-being (Allen & Kelly, 2015). In addition, the difficulty of adjusting to the PAUD - elementary school transition period is also one of the factors causing refusal schooling, namely children being reluctant to attend school because of unpleasant experiences while at school. (Lestari & Nursalim, 2020). Learning alignment is effected by the associated professional role. Educators who work for early childhood both in PAUD and in early grade elementary school seem to see themselves not as part of the same professional framework so there is a need for coordination and alignment in several interrelated parts between PAUD and early grade elementary school (Allen & Kelly, 2015).

Based on the description of the problem and the urgency of solving problems in the case of school readiness, this research aims to analyze and describe teachers' perceptions and expectations about school readiness, learning and the environment that supports school readiness and harmony between One-Year Early Childhood Education Students to first grade of Elementary School.

### METHODS

This study employed a qualitative research approach with a multi-case study type. It is a qualitative approach because it utilized a natural setting to interpret emerging phenomena and its implementation involves various methods including interviews, observation and use of documents (Moleong, 2017). This research used a case study because the research focuses on specific cases intensely and in detail (Barnawi & Darajat, 2018). Case study also has the advantage that the conclusions of the cases studied can be illustrative material about findings which can later be generalized through statistics and can be a source of hypotheses for further research (Suryabrata, 2015). Multi-case design as explained by Yin that a case used is more than one case unit so that detailed data is obtained so that the descriptive results of the research are clear and detailed (Hamzah, 2020).

This study aims to describe and analyze cases that occur, namely cases of alignment in school readiness learning for in One-Year Early Childhood Education Students to first grade of Elementary School. It is located at TK Negeri Pembina Kota Banjarbaru and Sekolah Dasar Negeri 5 Loktabat Utara. These locations were chosen because the two locations have a correlation, namely the majority of the number of students in kindergarten continue in the elementary schools.

Data collection techniques were carried out using observation, interview and documentation methods. The presence of the researchers in this study were very important and showed the characteristics of qualitative research that could not be separated from participating observation because it was the role of the researchers that determined the entire research scenario (Moleong, 2017). The presence of the researchers at research sites to collect their own research results. Data analysis techniques were completed using individual and cross-site case analysis. Analysis of individual cases was carried out using the Miles & Huberman data analysis model carried out interactively and continuously until it was complete so that the data was saturated and could not longer be changed (Sugiyono, 2011). Analysis of individual case data was carried out by presenting data, data reduction, verification and drawing conclusions carried out while in the field and after completion of the field. Cross-site analysis was carried out by comparing and

## **Harmonization of School Readiness Learning for Early Childhood Education One Year Pre-Elementary Education Students with Early Grade Elementary Schools**

combining the findings between the two individual cases. Test the validity of the data was done through tests of credibility, dependability, and confirmability. The credibility test was carried out by extending observations, observation persistence, triangulation, peer checking, and negative case studies. The dependability test, also known as reliability, was carried out by auditing the entire research process by the supervisor through research protocols, proposal seminars, due diligence and research results seminars. The confirmability test was carried out by holding discussions with key informants to confirm the findings.

### **RESULTS**

Based on the results of data analysis using data analysis of individual cases and cross-cases with the Miles & Huberman model, the following findings are obtained:

#### **Focus 1:**

School readiness is perceived by school principals as well as in One-Year Early Childhood Education Students to first grade of Elementary School teachers, namely various children's abilities, both cognitive and non-cognitive, including children's self-regulation, age and motivation, children are ready to accept and follow lessons. The learning expectations of in One-Year Early Childhood Education Students to first grade of Elementary School teachers have for their students to put more emphasis on character achievement, and in elementary schools it is directed at academics (reading, writing and arithmetic skills) and there is parental support while in kindergarten it is directed at achieving six aspects of development.

#### **Focus 2:**

The school readiness learning strategies carried out included 1) First, teachers carry out lesson preparation in the form of lesson plans including assessment instruments, learning tools and materials as well as carrying out a classical child sitting position facing forward. However, for children with certain needs such as visual impairment, short stature and the habit of talking, the position is regulated by the teacher specifically. 2) Second, there are stages of learning in kindergarten greetings and morning journals in the form of free play according to their interests. Meanwhile, in elementary schools, it is carried out in the form of yells, applause and singing at the opening to motivate and prepare children to be happy participating in learning. 3) Third, teachers use a scientific, thematic and student center learning approach, but in the implementation, many teachers in the first grade of elementary school are more active than the students, 4) Fourth, in kindergarten levels, teachers used differentiated and project-based learning models, but teachers in elementary schools do not specific models. 5) Fifth, there are similarities in the learning method used which included the lecturing method, but the intensity of question and answer, discussion, direct practice, storytelling and assignments are more often in early elementary grades. Meanwhile, the difference is that in kindergarten the learning methods are more diverse namely demonstration methods, experiments and field trips. 6) Sixth, the learning materials refer to their respective curricula (kindergartens use the independent curriculum and elementary schools use the 2013 curriculum) which include material related to numeracy, literacy, religion and morals, physical-motor development, and good habituation material, but the coverage of the material is different. 7) Second, teachers provide readiness stimulation go to school in the form of motivation, guidance and assistance as well as awards in the form of compliments, in kindergarten carry out visits to elementary schools and in elementary schools carry out an introduction to the school environment. 8) Eighth, teacher provide games to make learning fun and use real objects to make learning meaningful, even though the intensity of kindergarten and early elementary school is different.

#### **Focus 3:**

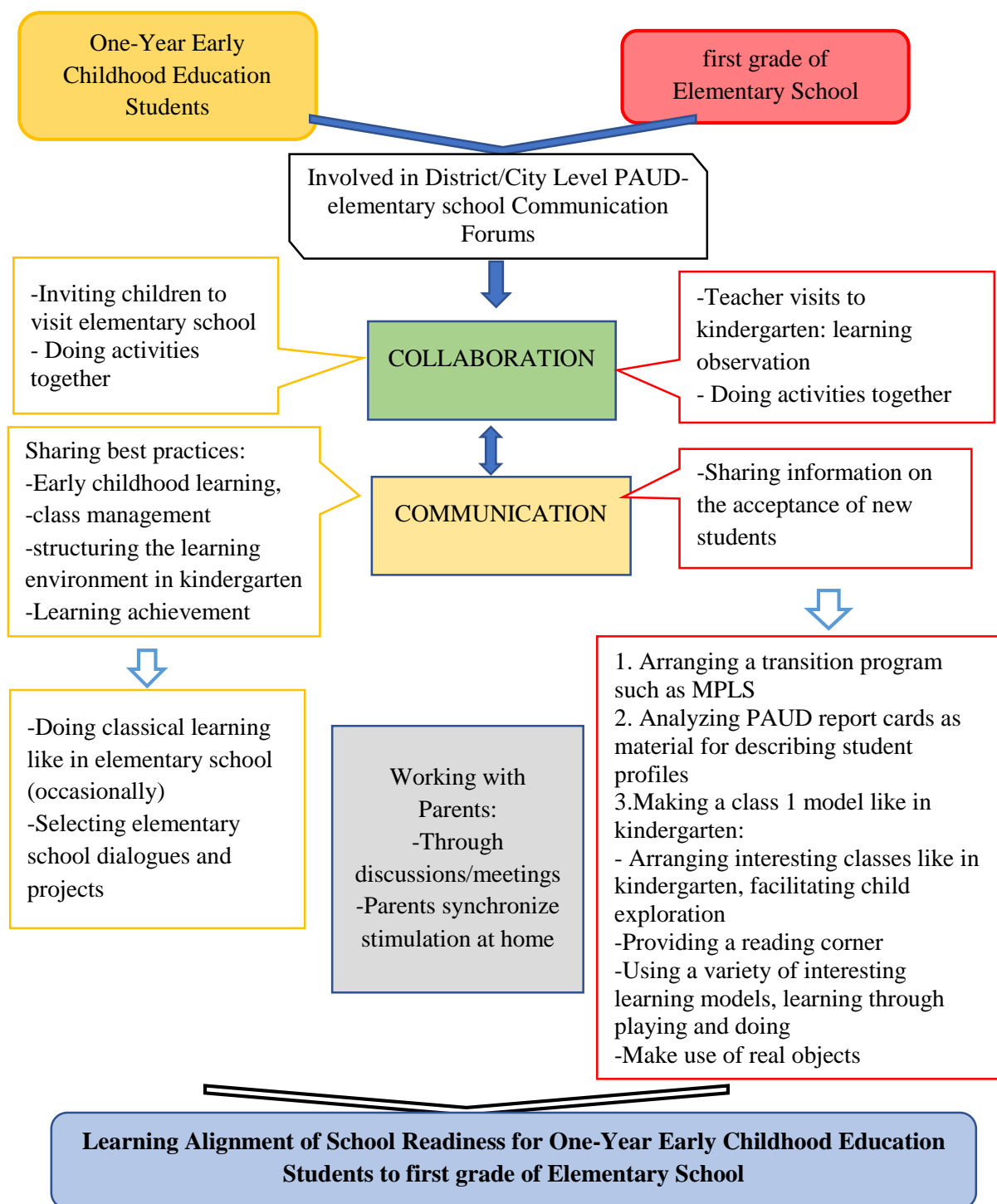
The learning environment that is sought to support the alignment of school readiness learning is to provide and arrange an attractive layout of infrastructure; compile school rules, provide child-friendly teachers and adjust the sitting position of students in the classrooms.

#### **Focus 4:**

The alignment of school readiness learning for in One-Year Early Childhood Education Students to first grade of Elementary School is not yet fully aligned, but there are similarities, namely methods, materials, and categorization of assessments, using real objects as learning media and preparing child-friendly teachers. The alignment of learning with early childhood learning that has been realized in kindergartens and elementary schools in similar early grades is the existence of fun learning activities through games, songs, encouraging yells and the use of real objects in learning. The realization of harmony in learning starts with the teacher understanding the age limits of early childhood and how to learn, and there are teachers in elementary schools who do not understand these two things. Thus, there is PAUD-elementary school collaboration through collaborative activities in the form of communication between teachers, school visits and communication with parents.

The results of this study indicate that in order to align school readiness learning for in One-Year Early Childhood Education Students to first grade of Elementary School, both must be involved in the PAUD-elementary school communication forum, work together, coordinate, communicate and work with parents to realizing learning alignment as illustrated in the following model:

## Harmonization of School Readiness Learning for Early Childhood Education One Year Pre-Elementary Education Students with Early Grade Elementary Schools



**Figure 1: Learning Alignment School Readiness Model for One-Year Early Childhood Education Students to first grade of Elementary School**

### A. Teacher Perceptions and Expectations about School Readiness

The results of the study showed that school readiness perceived by principals and One-Year Early Childhood Education Students to first grade of Elementary School teachers places more emphasis on various abilities that children have, including children's self-regulation. Kindergarten teachers added motivation and readiness of children to receive subject matter, and elementary teachers add the child's age as part of readiness for school. Readiness for school is defined as having good physical, good mental abilities, good health and interest in dealing with certain conditions and sufficient motivation to carry out activities. It is not only the skills of reading, writing and arithmetic but also all conditions that are multidimensional in nature including physical, mental, cognitive, social-emotional and skills possessed by children in kindergarten as a provision for entering basic education (Faqumala & Pranoto,

## Harmonization of School Readiness Learning for Early Childhood Education One Year Pre-Elementary Education Students with Early Grade Elementary Schools

2020). The findings show that a child's motivation to learn is part of school readiness in line with the definition of a successful child at school, namely 1) developing positive attitudes and feelings about school; 2) building social bonds with supportive teachers and peers; 3) feeling comfortable and relatively happy in class, not anxious, lonely or annoyed; 4) showing interest and motivation to learn and take classes (Ladd, 2021). These four definition terms are in line with the teacher's perception of the readiness of children to accept and want to do activities in class.

Differences in the mention of a variety of abilities and the order of abilities considered important in school readiness between TK Negeri Pembina Kota Banjarbaru and Sekolah Dasar Negeri 5 Loktabat Utara are due to differences in the settings in the curriculum used. This is in line with the results of research (Mustifa, 2019) that the views and understanding of children, parents and teachers as a whole regarding the transition to school and readiness for school from a review of the PAUD and elementary school curricula.

Perceptions of school readiness according to teachers and principals at Sekolah Dasar Negeri 5 Loktabat Utara who mention age as one of the readiness for school are in line with Kustimah's opinion (Faqumala & Pranoto, 2020) who mentioned the level of sufficient age as one of the factors that effect children's readiness for school. School readiness perceived by the principal and teachers of Sekolah Dasar Negeri 5 Loktabat Utara is also related to children's self-regulation. These findings are in line with the results of research that added self-regulation as part of the domain of school readiness (Pan et al., 2019). Teachers and principals of the TK Negeri Pembina Kota Banjarbaru did not pay attention to self-regulation as part of school readiness as the results of research showing that most teachers are not familiar with PAUD programs that pay attention to self-regulation, but self-regulation is needed for school readiness more than cognitive abilities and academic skills (McCreate, 2013).

Teacher's learning expectations for their students have in common an emphasis on character achievement, but there are differences in the direction of learning outcomes expected by teachers and principals of Sekolah Dasar Negeri 5 Loktabat Utara directed at academics (ability to read, write and count), and there is parental support at SDN 5 Loktabat Utara while TK Negeri Pembina Kota Banjarbaru focuses on achieving six aspects of development. The findings of the teacher's learning expectations towards participants are in line with the results of research which mentions academic readiness as school readiness according to teachers and parents so they emphasize the importance of reading, writing and arithmetic skills (Nurhayati, 2017). This is in line with research in Canada which concluded that teachers think academic skills, gathering and maintaining attention, social communication skills and reading skills must be at an intermediate level for children ready for school (Pekdogan & Akgül, 2017). The expectations of teachers and principals of Sekolah Dasar Negeri 5 Loktabat Utara who hope for parental support are in line with the opinion that schools and parents need to co-exist in educating and preparing children for school by communicating and collaborating in harmony (Andiarti & Felisia, 2019). Parents' support is necessary in preparing children for school because one of the components that supports school readiness is family readiness. The readiness of the family in question is the ability to behave and be involved in the learning and early development of children and the transition to school (Hasbi et al., 2020). Apart from that, it is in line with the results of community service research which shows the results of parents understanding aspects of children's school readiness and how to stimulate them after attending training and the results support school readiness achieved by children (Setiowati et al., 2020). Basically, parents do have a role in efforts to prepare their children for school, including being responsible for their children's readiness for school, providing motivation, role models, supervisors and counselors for children so that all of their children's readiness needs for school are met (Efastri & Suharni, 2021).

### B. School Readiness Learning Strategy

The results of the study showed that the teacher's preparation for learning is preparing lesson plans including assessment instruments, tools and materials used in learning and conducting classroom arrangements by arranging the child's sitting position classically facing the teacher, but for children with certain needs such as visual impairments, short stature, level of ability and habit of children who like to talk are separated from their friends who both like to talk. The class arrangement in a classical sitting position carried out at TK Negeri Pembina Kota Banjarbaru is like the class arrangement at Sekolah Dasar Negeri 5 Loktabat Utara in line with research (Chan, 2010) that 77% of preschool teachers simulated elementary school settings for children and found the arrangement effective in supporting the child's transition. Setting the sitting position in learning by the teacher is basically part of classroom management. Teachers make child seating arrangements as a form of classroom management that affects the effectiveness of teaching and learning because early childhood in PAUD and elementary school still have difficulty maintaining their range of focus (Andiarti & Felisia, 2019).

Playing, singing, and clapping are used to create an enjoyable learning environment throughout the initial stages of school ready education. The purpose of opening activities is to prepare students physically and psychologically for various learning activities at school. The core activity is carried out as a learning endeavor that is carried out through playing activities so that direct learning experiences, such as the construction of attitudes, the acquisition of knowledge, and the development of skills, can be achieved. This is consistent with one of the early childhood learning strategies, specifically the play-based learning strategy, because via play children gain enjoyment and become willing to engage in tasks without feeling pressured (Mulyasa, 2017). Besides that, motivating children is important in learning school readiness because children's motivation is one of the influential factors in

## Harmonization of School Readiness Learning for Early Childhood Education One Year Pre-Elementary Education Students with Early Grade Elementary Schools

preparing children for school besides physical health, age, level of intelligence and stimulus (Pratiwi, 2018). The learning stages carried out consist of opening, core activities and closing (Susanto, 2018).

The results of the study show that educators use scientific, thematic, and student-centered approach. However, in practice, there are still many teachers at Sekolah Dasar Negeri 5 Loktabat Utara who are more active than the students. The use of a child-centered learning approach is because children are expected to interact directly and be actively involved in learning. Based on the theory in the child-centered learning approach, many teachers adopted the theory of constructivism, which was characterized by Jean Piaget and Vigotsky, who considered children to be builders of their own knowledge through interacting with objects, physical, and social environment. With child-centered learning, children become actively involved through the process of observing, researching, listening, moving their bodies, touching objects, feeling and making things happen with the objects around them (Mulyasa, 2017).

The thematic approach was carried out by integrating various fields of development in the curriculum and children's abilities through certain themes. The use of a thematic approach by applying the concept of learning by doing seeks to bring learning closer to the child himself and the context of the environment around the child and helps children learn to see things holistically. The use of a thematic approach is in accordance with PAUD learning theory (Mulyasa, 2017) that one of the things that needs to be considered in PAUD learning is to use integrated learning which is carried out through themes with the intention that children know various concepts easily and clearly so that learning is easy and meaningful for children.

The results of the study showed that kindergarten used a project-based and differentiated learning model, but elementary schools did not use a particular model. Based on the theory of differentiated learning, it is explained as an effort to adjust the learning process in the classroom to meet individual learning needs (Kusuma & Luthfah, 2020). Differentiated learning is carried out by TK Negeri Pembina Kota Banjarbaru by providing a variety of different games so that differences in learning styles and learning needs are facilitated and students choose activities according to their interests. Meanwhile, the teachers provided assistance during learning activities according to children's needs. This is in line with Suryana (2019) that the lesson plans prepared by the teacher apart from paying attention to the stages of child development must also meet the learning needs of individual children because each child has a different learning style. Differentiated learning at Sekolah Dasar Negeri 5 Loktabat Utara was carried out by assisting individual children according to the needs of the child during learning. The use of differentiated learning also reflected learning oriented to the needs of children both physically and psychologically.

Based on the theory, project-based learning is a learning strategy that used projects as the core of learning (Mulyasa, 2017). The existence of project-based learning enables students to participate in a variety of activities, such as utilizing critical, creative, and logical thinking skills as well as problem-solving skills to ask questions, think, conduct simple research such as observing plant growth, learn new ideas and concepts, manage time effectively, conduct individual and group learning activities, and apply learning outcomes through the act of making something, as well as interacting with others. The implementation of project-based learning is intended to develop the character of children in accordance with the Pancasila profile students. Additionally, the implementation of project-based learning makes education more child-centered.

In One-Year Early Childhood Education Students to first grade of Elementary School, lecturing, question-and-answer sessions, discussions, hands-on practice, and assignments are employed by teachers as a means of instruction. In kindergarten, the instructional methods are more broad, including demonstrations, experiments, and field excursions. The types of early childhood learning approaches utilized at TK Negeri Pembina Kota Banjarbaru are adhered to by the kindergarten's instructional strategies. Susanto (2018) described the methods including storytelling, singing, field trips, role playing, demonstrations, giving assignments, methods observation, habituation, conversation and question and answer projects as well as special training for psychomotor.

The use of the play-based learning method presented is important to use in early grade elementary school learning, but at Sekolah Dasar Negeri 5 Loktabat Utara has started to use less and the diversity of these methods and more lecture, question and answer, discussion and assignment methods. Early grade elementary school students who are still classified as early childhood actually have the ability to concentrate and focus which is still limited so that structured learning with a long time can make the child's focus fade and distracted so that the teacher at Sekolah Dasar Negeri 5 Loktabat Utara invited children to say yells and claps hands like clapping focus to get the child's attention and focus back. This condition is in line with the results of learning research in PAUD 5-6 years showing the use of play-based learning methods and learning in grade 1 elementary school is still academically oriented and a monotonous, teacher-centered way of learning (Andiarti & Felisia, 2019).

The learning findings at Sekolah Dasar Negeri 5 Loktabat Utara used less diverse methods because early grade elementary school teachers did not understand and apply learning through play so that the observed learning was still more teacher-centered. There is a lack of understanding of early grade elementary school teachers about play-based learning methods for early childhood because they have never been involved in training on early childhood learning. Differences in teachers' understanding in PAUD and in elementary school regarding learning for early childhood is an obstacle in realizing harmony in learning (Shuey et al., 2019).

The learning materials delivered by teachers in One-Year Early Childhood Education Students to first grade of Elementary School both refer to their respective curricula which includes material related to numeracy, literacy, religion and morals, physical-

## **Harmonization of School Readiness Learning for Early Childhood Education One Year Pre-Elementary Education Students with Early Grade Elementary Schools**

motor development, and good habituation material, but the breadth of the content is different. The learning materials provided are aligned to achieve the five dimensions of school readiness as described by Kagan, Moore & Bredenkamp (UNICEF, 2012a), namely physical well-being and motor development, social and emotional development, approaches to learning, language and cognitive development including mathematics. Numerical material included cognitive development in the ability to think symbolically, literacy includes language development, physical-motor development includes the dimensions of physical well-being and motor development, good habituation includes social and emotional dimensions because good habits that are carried out include training independence, discipline, and obedience rule. Good habits are also included in the learning attitude dimension according to the distribution of aspects of school readiness according to Hasbi (2021) namely physical and sensory-motor development, cognitive development, social-emotional development and learning attitudes.

There are various types of school readiness stimulation provided by teachers in kindergartens and early elementary schools. Typically, instructors provide assistance by offering inspiration, direction, and mentoring, as well as rewards in the form of compliments. The stimulation of learning readiness for school in group B at TK Negeri Pembina Kota Banjarbaru is always geared toward preparing children for school, including through dialogue about the attitude of learning in elementary school that must adhere to the rules and visits to elementary schools to give children an overview of how learning is in elementary school. In the meantime, at Sekolah Dasar Negeri 5 Loktabat Utara, activities that promote school preparedness during the transition period are implemented through introducing students to the school environment.

Visits to the nearest elementary school conducted by TK Negeri Pembina Kota Banjarbaru are a method of stimulation implemented in 2021 in accordance with a program from the Ministry of Education and Culture. Visits between institutions (PAUD-elementary school) on a scheduled basis, one-day joining programs at low-grade elementary schools, and incidental programs in the form of projects to find out information about elementary schools that can be carried out in groups and involve parents, outreach activities and discussions with parents who have children of PAUD and elementary school students are examples of PAUD-elementary school transition activities (Kemdikbudristek, 2021a). Stimulation activities carried out by visiting elementary schools show that there is a comprehensive program to support the transition to school that has been specifically organized better than the results of previous research which stated that the transition program before the first day of school had not been implemented (Nurhayati, 2017).

The activities during the introduction to the school environment carried out at Sekolah Dasar Negeri 5 Loktabat Utara are often interpreted as having a meeting of parents and children on the first day of school to introduce the school and teachers, understood by parents as the concept of the PAUD-elementary school transition (Nurhayati, 2017). As a concept, transitional activities are also recognized as a form of stimulation of school readiness. TK Negeri Pembina Kota Banjarbaru and Sekolah Dasar Negeri 5 Loktabat Utara have attempted to create meaningful and enjoyable learning through play activities in learning and implementing learning activities outside the classroom that make children active and interact with their environment as well as through activities children do or try despite the intensity learning by playing and activities outside the classroom in the two cases are different. Fun and meaningful learning is mostly carried out at TK Negeri Pembina Kota Banjarbaru through playing activities both in class and outside the classroom and even outside of school by making visits to gardens as well as to fish ponds while at Sekolah Dasar Negeri 5 Loktabat Utara with games such as singing, yells, applause and activities outside the classroom in the school environment.

Learning conducted by TK Negeri Pembina Kota Banjarbaru and Sekolah Dasar Negeri 5 Loktabat Utara shows that they have tried to create fun learning for early childhood through games in learning. Learning for early childhood that is fun is carried out by combining learning with games or playing whose implementation is not limited to classrooms but includes the entire learning system carried out in class, in the school yard which is colored by the organization and interaction of various components in the learning system that are interrelated to achieve goals (Mulyasa, 2017).

### **C. The Learning Environment Efforts by Teachers in Supporting Harmonization of School Readiness Learning in TK Negeri Pembina Kota Banjarbaru and Sekolah Dasar Negeri 5 Loktabat Utara**

The results of the study showed that the learning environment that the teacher seeks to support the alignment of school readiness learning in TK Negeri Pembina Kota Banjarbaru and in Sekolah Dasar Negeri 5 Loktabat Utara is known to be a learning environment that supports school readiness that the school has attempted is the layout of facilities and infrastructure; arrangements for teaching and educational staff, educators and students in the form of rules and regulations; and setting the layout of learning facilities in the classroom, the position of students and the provision of child-friendly educators.

The results of this study are in line with the theory of an active learning environment according to Juola-Ruston, and Larkin (Mulyasa, 2017) stating that there are several components needed to create an active learning environment including: 1) making physical arrangements on tables, chairs, learning centers, libraries, lighting and other components that interest children; 2) the room is designed attractively so that it can be used for individual or group work; 3) available manipulative materials and exploratory space that can arouse children's curiosity and sufficient time to explore, role play and experiment; 4) creating a learning atmosphere that



## Harmonization of School Readiness Learning for Early Childhood Education One Year Pre-Elementary Education Students with Early Grade Elementary Schools

is free of pressure but still challenging for children by means of educators providing affection and attention, showing love for learning and positive interactions so as to create a sense of well-being. The learning environment pursued by the two schools shows the existence of these four components, but in terms of the quantity of each component, especially in the manipulative material component and the exploratory space prepared by the TK Negeri Pembina Kota Banjarbaru, there are more and varied materials.

TK Negeri Pembina Kota Banjarbaru and Sekolah Dasar Negeri 5 Loktabat Utara in designing an attractive room was designed and arranged by adding various pictures in the classroom and various displays of their work. The design of the room includes the placement of furniture that must be easily accessible and comfortable so that it supports the independence of children playing and participating in learning activities, children can enjoy and learn from meaningful room displays and it is an advantage if the classroom is filled with colorful examples of individual children's work so they realize that other people respect and value their contributions (UNICEF, 2012).

The four components described are in line with the components that show school readiness in supporting children's readiness for school which includes environmental quality, child-friendly schools and the attitude of school personnel (Kemdikbud RI, 2020). The quality of the school environment focuses on creating a place that is comfortable, safe, and easily accessible to children, such as a school fence that divides the school from the outside world and the safety of playing and learning facilities. Child-friendly schools are more concerned with the responsiveness of instructors to children's learning requirements and the availability of positive peer relationships so that children feel comfortable. The responsiveness of educators is correlated with the development of teacher-child relationships in the classroom, such that students feel comfortable around their teachers. In addition to the child's own background traits, the teacher-child connection influences the child's transitional profile or level of school preparation (Sandilos et al., 2019).

### D. Alignment of School Readiness Learning

All kindergarten teachers understand the age limits of early childhood and how to learn, but there are elementary school teachers who do not understand the age limits and learning methods of early childhood. The difference in understanding is due to the difference in educational and training experiences that the teacher attends. The results of this study are in line with Dunlop's research (Wilder & Lillvist, 2018) stating that pre-school teachers and elementary education teachers have a slightly different view of children as learners where preschool teachers see children as learners based on children's curiosity, social abilities and through play, while Elementary school teachers view children as academically oriented scholastic learners. Teacher competence in understanding early childhood development for early-grade PAUD and elementary school teachers needs to be improved so that it can support child-centered learning by using play-based learning methods in preparing children for school holistically (Andiarti & Felisia, 2019). This is in line with research conducted in Zimbabwe which shows one of the findings that one of the challenges of the child transition gap is the lack of competent teachers (Chikwiri & Musiyiwa, 2017). The alignment of learning with early childhood learning has been manifested in fun learning activities through games, singing, encouraging shouts, art practices such as drawing and making collages and the use of real objects. Learning through games is one way to achieve PAUD-elementary school harmony in the field of learning (Shuey et al., 2019).

The alignment of school readiness learning for One-Year Early Childhood Education Students to first grade of Elementary School is not fully aligned, but only alignment in methods and materials. The teacher as the spearhead of the success of a process of children's learning activities at school and the school principal needs to maintain the alignment of learning with the curriculum and its application in class and the balance of learning between levels and between classes at school (Andiarti & Felisia, 2019). The alignment of school readiness learning for One-Year Early Childhood Education Students to first grade of Elementary School that has been realized in the form of harmony in learning methods and the existence of related learning materials in early-grade PAUD and elementary school is carried out in balancing learning between levels even though the level of balance in this study cannot be clearly illustrated in a certain percentage.

Alignment of learning between One-Year Early Childhood Education Students to first grade of Elementary School in the material section related to numeracy, literacy, religion and morals, physical-motor development in elementary schools was carried out through sports lessons, and good habituation materials such as the discipline of putting shoes on a shelf as well as clean living behavior and healthy. The material difference between the two settings is in the breadth of the material content. The alignment of material in One-Year Early Childhood Education Students to first grade of Elementary School is in line with the results of research (Dedeoğlu & Alat, 2012) that the suitability of mathematics education standards based on the spiral design ratio set in the early childhood education curriculum and first grade standards is 51% conformity. Another similar study showed an analysis of the suitability of early-grade kindergarten and elementary school mathematics material with the result that there was suitability of math material where in kindergarten the emphasis was on number recognition using teaching aids and in early-grade elementary school starting with introducing numbers 1 to 10, followed by counting using media (Rahmawati & Anwar, 2016).

Alignment of school readiness learning for One-Year Early Childhood Education Students to first grade of Elementary School is a shared responsibility that involves both settings, namely PAUD and elementary school, the education office in the

## Harmonization of School Readiness Learning for Early Childhood Education One Year Pre-Elementary Education Students with Early Grade Elementary Schools

alignment of learning and the ministry of education, especially in curriculum alignment. The curriculum reference used in Sekolah Dasar Negeri 5 Loktabat Utara still uses the 2013 curriculum, while the TK Negeri Pembina Kota Banjarbaru has used the independent curriculum. The independent curriculum regulates the curriculum starting from the foundation phase, namely the PAUD level and phase F, namely the high school/ equivalent level in one curriculum frame to improve curriculum harmony between levels. Curriculum in one frame is an approach that is considered promising in ensuring continuity and curricular progress is the cross-jurisdictional implementation through governance and organization of the education system (Shuey et al., 2019).

The success of a child's transition is not only supported by the alignment of learning and curriculum, but also a more holistic evaluation process must also be applied in the transition process (Kangas & Ukkonen-mikkola, 2021). Alignment in assessment is not just the same in terms of categorization of assessment, but there needs to be continuity of assessment. Continuity of assessment will occur if PAUD as one-year early childhood education teachers and early grade elementary school teachers communicate with each other to share information related to assessment results when children are in kindergarten so that it can be a picture of the child's readiness profile for subsequent elementary teachers, but this has not been done in both cases. In fact, in order to encourage curriculum alignment across levels, alignment between curriculum and monitoring/assessment needs to be considered (Shuey et al., 2019).

Efforts made by TK Negeri Pembina Kota Banjarbaru and Sekolah Dasar Negeri 5 Loktabat Utara in realizing harmony in school readiness learning between PAUD and early grade elementary school are by collaborating between PAUD and elementary school even though the form of collaboration that has been realized is still one way, namely PAUD to elementary school not elementary school to PAUD. Another collaboration in supporting the realization of children's readiness for school is collaborating with parents through communication with parents in the form of both formal and informal discussions. These findings are in line with steps taken in seeking continuity in PAUD - elementary school arrangements by regulating the existence of an integrated curriculum and transition program through the following approaches: 1) enabling children to stay with their friends when moving from pre-school to elementary school; 2) inviting students from grade 1 to talk to preschoolers and share their experiences and preschoolers participate in role-playing exercises; 3) preschool teachers and parents discuss the elementary school curriculum together and the skills the children need; 4) elementary and preschool teachers practice using the same pedagogic framework and core modules including individualization, learning environment, family participation, teaching strategies for meaningful learning, planning and assessment, professional development and social inclusion (UNICEF, 2012).

The collaboration that has been carried out leads to the use of the first approach in classroom settings in elementary schools where they are brought closer to friends from the same kindergarten but are still mixed with other kindergartens but are fewer in number because the majority of students at Sekolah Dasar Negeri 5 Loktabat Utara come from kindergarten in Banjarbaru. The second approach carried out by visiting Sekolah Dasar Negeri 5 Loktabat Utara is giving opportunity to experience sitting in grade 1 and interacting with grade 1 children aiming to get to know the school environment and teachers. The third approach carried out is participating in PAUD-elementary school communication forum activities, one of which is guidance on school readiness followed by school principals so as to minimize misconceptions about school readiness between the two settings, namely PAUD and early grade elementary school as well as communication with parents in the form of discussions. This is in line with research results which show that a number of stakeholders including teachers, parents, communities and government are important in supporting effective child transitions (Chikwiri & Musiyiwa, 2017).

Discussions between teachers and parents focused on the readiness of their children to go to school as well as the children's obstacles and difficulties so that they elicited a response from the parents. Parental involvement in children's readiness for school showed that there is a positive effect, which means that the more they are involved, the higher the level of readiness for school (Hanifah, 2019). The role of parents themselves in preparing their children for elementary school is to be responsible for their children's school readiness, motivating children, supervising and answering children's questions so that what is needed in preparing children for school can be fulfilled and by collaborating with teachers both at the elementary and kindergarten levels (Pagarwati et al., 2021).

### CONCLUSIONS

In conclusion, the alignment of school readiness learning in PAUD One-Year Early Childhood Education Students to first grade of Elementary School is marked by the alignment of understanding of educators and school principals regarding school readiness, early age categories and how to learn in early childhood education. Alignment is needed in providing a supportive learning environment and collaboration between PAUD and elementary school in supporting school readiness through transitional activities such as visits to elementary school, orientation on the first day of school through fun activities and involving parents through discussions. The alignment of learning is the harmony of fun learning methods through questions and answers, discussions, games, direct practice and the use of real objects, and sustainable materials such as literacy, scientific numeracy, religious and physical motor skills and good habits. Teachers' understanding is a challenge as well as input in learning school readiness. Therefore, it is necessary to increase competence, especially for first grade of Elementary School teachers regarding early childhood learning. Elementary school

## Harmonization of School Readiness Learning for Early Childhood Education One Year Pre-Elementary Education Students with Early Grade Elementary Schools

teachers also need to organize attractive classrooms so as to facilitate children's exploration and provide reading corners to facilitate literacy learning and carry out learning through playing and doing as in kindergarten.

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