

## Analysis of the Implementation of Early Childhood Education Transition to Primary School through Fun Learning



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**ABSTRACT:** This research analyzes good practice training assistance to facilitate the transition of early childhood (PAUD) to elementary school (SD) with a fun learning approach. This research aims to identify effective methods and strategies in facilitating children's transition from the initial education level to the basic education level. The research method of analyzing data is carried out in an interactive way and takes place continuously, where the technical flow of this interactive model is divided into four parts, namely data collection, data reduction, data presentation and drawing conclusions. Apart from that, to check the validity of the data using triangulation techniques, methods and data sources. If you look closely at the interactive model data analysis chart, a fun learning approach is implemented as the main focus in the mentoring program. This article covers the training design, resources used, and evaluation of the results of implementing this program. The results of this research show that (1) PPDB does not use the calistung test but uses assessment as a selection process. (2) MPLS activities have been implemented for 1 week. (3) The learning process in developing children's foundational abilities has been carried out in a fun way. This is proven by the pleasant learning room settings in elementary schools, the PAUD and early grade elementary school environments are in the same place, placing PG-PAUD graduates as teachers in early grade elementary schools. In addition, a fun learning approach significantly influences the ease of transition from PAUD to elementary school. Strategies such as educational games, use of technology in learning, and gradual introduction to the school environment have proven effective in reducing anxiety and increasing children's involvement in the learning process. research results that can make a significant contribution to the development of good practices in facilitating early childhood education transitions. The practical implications of these findings can be used as a guide for educators and trainers in supporting a smoother and more positive transition process for children.

**KEYWORDS:** Transition from PAUD to SD, Fun learning, Transitional education strategies

### I. INTRODUCTION

Education is an investment for a country. This year, Indonesia requires citizens to receive 13 years of education, starting with early childhood education. Based on Law Number 20 of 2003 concerning the Education System, early childhood education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children are ready to enter further education. . Apart from that, Wulansuci (2021) stated that the aim of early childhood education is to guide children in developing their potential, monitor children's behavior, provide enjoyable experiences, build children's foundational abilities and develop students' spiritual, intellectual, emotional and social intelligence in the golden age. growth in an educational and fun play environment. During the PAUD period, children are guided to develop abilities that support the child in taking the next level. According to Catron and Allen, the abilities needed for development include personal awareness, emotional development, building socialization, communication development, development of motor skills and cognitive development (Hasanah, 2016)

The phenomenon is that many parties still have misconceptions about learning for early childhood. One of the misconceptions is that early childhood education (PAUD) focuses on reading, writing and arithmetic (S. G. Safitri & Aulina, 2022). Likewise, the perception of entering the beginning of elementary school (SD) is entering a level of education that is full of cognitive content, followed by demands for the ability to read, write and count or what is often known as calistung in the first grade 1 (one) for the reason that children are already It is considered that this calistung will not hinder the teaching and learning process. This was then captured by the elementary school management to carry out a calistung test when accepting new students, which was also followed by the PAUD management so that the teachers were oriented towards their students' reading, writing and arithmetic abilities. In this condition, PAUD teachers and early grade elementary school teachers feel they are the ones most responsible so that their

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implementation of learning focuses on calistung learning without taking the time to pay attention to the developmental stages and needs of early childhood.

The transition from early childhood education (PAUD) to elementary school (SD) is an important milestone in the development of children's education. This process requires special attention to ensure children can adapt to the new environment and gain a positive learning experience. One approach that has proven effective in facilitating this transition is through the implementation of fun learning.

Fun learning plays a central role in forming a positive foundation for a child's educational journey. By creating an engaging and interactive learning environment, children tend to be more involved in the learning process and better prepared to face changes in the educational environment. Therefore, this research aims to explore and identify good practices in training assistance to facilitate children's transition from PAUD to elementary school through a fun learning approach.

Based on the results of previous research by Regita Musfita entitled "Transition from PAUD to Elementary School: Viewed from Curriculum Content in Facilitating the School Learning Readiness Process" that in the transition process there is a need for involvement, cooperation and communication between children, families, schools and the community. is an important factor in promoting and supporting school readiness and a positive transition to school. In addition, government policies are needed in early childhood education, such as Kindergarten and Elementary School curricula that support a positive transition process, especially providing guidance for school readiness and transition practices to school (Musfita, 2019). There are also results of research conducted by Intan Prastihastari Wijaya entitled "Enjoyable Implementation of the PAUD-SD Transition: Viewed from the Child Psychology Aspect" that elementary school students who do not attend PAUD will also still receive foundational ability development, so that these students have a foothold. strong enough to move on to the next level of education. Apart from that, children's psychology can also develop well (Wijaya, 2023). This research is the latest from previous research, namely the transition from PAUD to SD in terms of Admission of New Students (PPDB), the Introduction to the School Environment (MPLS) and the learning process.

In 2023, the Ministry of Education and Culture, Research and Technology initiated a policy in the Merdeka Curriculum episode 24 regarding "Fun PAUD-SD Transition". PAUD to SD transition is a movement that wants to ensure that every child, regardless of their point of departure, has the right to have their foundational abilities developed. The aim of this policy is to eliminate the calistung test in the process of admitting new students to elementary school, carry out introductory activities for students in the first 2 weeks and implement learning that strengthens 6 (six) foundational abilities in PAUD or elementary school. It is hoped that the early grade PAUD-SD transition will focus on aspects that influence and mature children's growth and development and will no longer only focus on cognitive abilities. Therefore, the transition period is an important stage for children to strengthen children's foundational abilities in order to protect children's rights in growing, developing and being respected in the school and home environment (D. P. Lestari, 2023).

In this article, researchers discuss training program design, implementation strategies, and evaluation of the results of implementing this approach. It is hoped that the results of this research will provide valuable insights for educators, trainers and education stakeholders to optimize the transition process of early childhood children to the basic education level. Thus, this article has the aim of encouraging smoother educational continuity improvements and building a strong foundation for children's academic and social development.

Based on the above background, research was conducted entitled "Efforts to Implement a Enjoyable PAUD to SD Transition: Viewed from PPBD, MPLS and the Learning Process". The aim of this research is to determine the PAUD to SD transition efforts carried out by PAUD and TK cluster 5 consisting of 9 schools (PAUD) in South Jakarta seen from (1) Acceptance of New Students, (2) activities during the introduction to the school environment for students new and (3) the learning process in developing children's foundational abilities.

## II. METOD

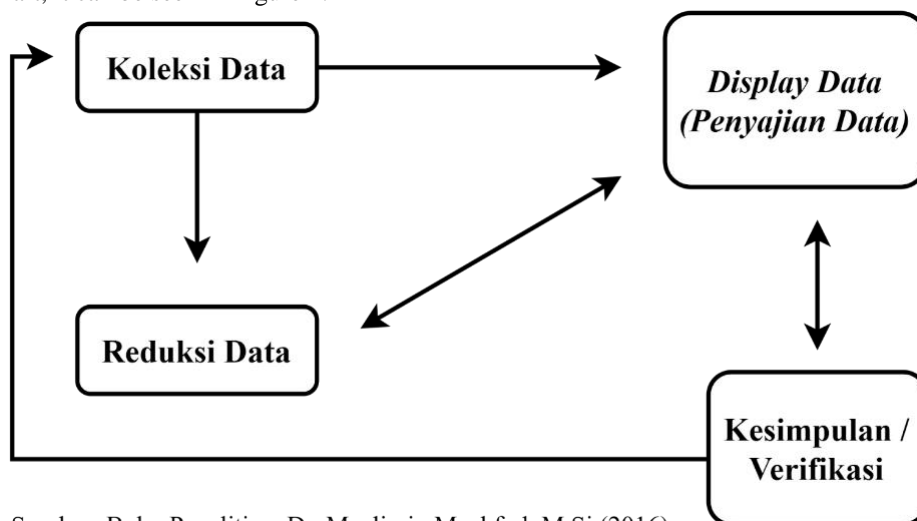
This research uses a descriptive qualitative approach which aims to describe and explain as well as describe and explore where the results are described by interpreting the research problem in order to obtain findings (Machmud, 2016). This research attempts to describe, describe and explain the implementation of the PAUD to SD transition system carried out by PAUD and Kindergarten schools in cluster 5, South Jakarta. Determining research informants used a purposive sampling technique through FGD (Focus Group Discussion) consisting of school principals, class teachers, curriculum sections from both PAUD and SD.

The research was carried out from the beginning of the entry of new students: in June 2023 until the learning process was described at the end of August 2023. The total research population was 100 students in class 1 of elementary school and the research subjects used random sampling techniques, namely 50 students in class 1 of elementary school. Data collection used in this research used interview, observation and documentation techniques. Interviews were conducted to find out information related to the implementation of the transition from PAUD/TK-B to SD. Observation is used to collect data directly during the teaching and learning process to improve students' abilities and development and how the teacher stimulates them. Observations were carried out on the learning process in the classroom with homeroom teachers who were graduates of PAUD Teacher Education and other

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classes. Documentation is used to validate the data obtained from the previous stages obtained from the school in the form of related documents, including data files, photos and videos and written documents.

The data analysis used in this research is the "Interactive" model introduced by Miles and Huberman (1984) in the book Machfud (2016:80) that data analysis is carried out interactively and takes place continuously, where the technical flow of this interactive model is divided into four parts namely data collection, data reduction, data presentation and drawing conclusions. Apart from that, to check the validity of the data using triangulation techniques, methods and data sources. If you look closely at the interactive model data analysis chart, it can be seen in Figure 1.



Sumber: Buku Penelitian, Dr. Muslimin Machfud, M.Si (2016)

### III. HASIL DAN PEMBAHASAN

The results of this research include changes initiated by the Joyful PAUD to Elementary School Transition Movement. These efforts include not implementing the calistung test in the process of accepting new students, having an Introduction to the School Environment (MPLS) program for the first 2 (two) weeks and implementing a learning process to form 6 (six) abilities in new students.

Efforts have been made to organize New Student Admissions (PPDB) in a fun way. This can be seen from the absence of test activities when accepting new students. As a substitute for testing activities that are unpleasant for children, assessment activities are used. Assessment is the fourth stage in the activity of accepting new students.

Observations were carried out in a fun way, such as providing activities in the form of drawing by imitating and coloring, jumping in groups instructed to the right, left, back and front using two legs followed by one leg, with two attempts each; throwing and catching ball activities; singing and reading letters. The assessment indicators carried out by psychologists include several aspects, namely: Perception ability, visual perception, visual motor coordination, language ability, concentration, independence, adjustment, emotional maturity, endurance and interest in learning. The assessment of these indicators uses a score of one to four with a total score obtained of forty. This makes the process of accepting new students unpleasant for children.

According to Stiggins, the term assessment is defined as assessing the process, progress and results of Stiggins in (Wulan, 2007). Meanwhile, according to Poerwanti (2015), assessment is basically not a goal but a tool, so assessment is a tool used as a tool to see and analyze whether students have achieved the expected learning outcomes and to find out whether the learning process is in accordance with the goals or still requires development and development. improvements whose results are to motivate and develop children's learning activities, teachers' teaching abilities and for the benefit of improving teaching programs. So an assessment should be carried out to determine the needs of students as a consideration in preparing the next learning process. This is in line with educational psychology, where the contribution made by understanding effective learning methods in the teaching and learning process is towards the individual differences of each student according to their characteristics (Magdalena, 2021). The labeling of readiness for early grade students, which is followed to determine the acceptance and rejection of new elementary school students in the early grades, is included in the category of not supporting children's rights to education as the protection of children's rights has been stipulated in the 1979 Children's Declaration which was later adopted by the UN as the Convention on the Rights of the Child. /KHA (Convention on the Rights of the Child) 1989 article 28 which states that every child has the right to receive quality education. Therefore, it is necessary to implement discipline in schools that respects children's rights and dignity (Haling et al., 2018).

On the other hand, schools accept children who have special needs. This will be known during the observation process carried out by psychologists and teachers. If there are prospective students who have special needs, there are two possibilities in the school's decision, namely whether the child is accepted or not. The condition for accepting a child with special needs is if the child is deemed to still be able to participate in learning activities in the classroom, but before that there will be further observations carried out by

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the school psychologist to determine the condition of this child with special needs. If so, there will be an agreement between the parents and the school regarding the child's needs at school, such as whether the child needs a shadow teacher or not. Shadow teachers themselves are teachers who have knowledge and expertise in the field of services for ABK (children with special needs) who collaborate with class teachers to create an inclusive learning process, where the duties of a shadow teacher include understanding various learning difficulties and understanding ABK students well and allowing them to accept them. special attention required by children (Adawiyah et al., 2022).

The introduction period for new grade 1 elementary school students is very important in supporting the PAUD to elementary school transition. According to Pangestu (2022), the school introduction period is an introduction to new students regarding school programs, facilities and infrastructure, teaching and learning activities, initial development of school culture and instilling the concept of student identity that every student must have. The introductory period aims to see the potential of new students, help students adapt to the school environment and its surroundings, foster a sense of enthusiasm, motivation and effective learning methods for new students, form positive interactions between new students and the school community and foster positive behavior in students such as self-confidence, independence, mutual respect, discipline and others (Widayanti et al., 2023).

Students in the introductory period activities are introduced to learning activities starting from going to school until returning from school, such as rules, school regulations, learning schedules and others. According to Rohmawati (2015), with parents' active involvement in their children's learning process, both at home and at school, children will be more enthusiastic about participating in various learning activities. Based on this, parents of new students should also carry out introductory activities with the school, for example explaining school rules, regulations and other information related to the needs of new students so that parents know the place where their children study.

Apart from that, the teacher is also a participant in this introductory period activity, where the teacher also introduces himself according to his role. Because teachers are an important factor in children's education because teachers have a role in the learning process which is the core of education as a whole (Rohmawati, 2015).

The introductory period initiated is an advantage that the school has in providing pleasant services and experiences for both children and parents. According to Fegueira as quoted by Mavianti et al., (2021) activities to introduce the school environment are carried out with activities that are positive, educative, innovative and what is no less important is fun for new students based on the concept of learning at school. So that children are given the opportunity to get to know their new environment. The introductory period activities designed by the South Jakarta Gugus 5 Kindergarten and PAUD provide a pleasant impression or experience for children. Based on Figure 5, it is known that the delivery of introductory activity material is a fun and not burdensome activity in the form of singing activities, various games, arts activities, introducing the physical environment in the form of facilities in the school building, the social environment in the form of introductions from students, homeroom teachers, field teachers. studies; and in this MPLS activity or what is called Masta by TK and PAUD Gugus 5 South Jakarta, life skills are taught, namely learning how to wear and fold clothes which will later become a daily habit for students at school. In line with this, Widayanti et al., (2023) stated that the delivery of materials for introduction to the school environment was carried out in an interesting way so that students did not get bored during the activity.

After the introductory period activities, the teacher or homeroom teacher again carries out an initial assessment of the students by observing through learning activities with the aim of the homeroom teacher knowing the basic abilities of the new students. According to the National Early Childhood Assessment Resource Group, quoted from Setyawan et al., (2021), the benefits of assessment are: (1) learning support for children, (2) child development can be identified, such as children having normal development or special needs, (3) programs and monitors are evaluated for children's needs, (4) a form of responsibility. The method used by TK and PAUD Gugus 5 South Jakarta in assessing is by providing assessment forms to new students.

The success of education depends a lot on how children receive learning, children will develop their potential abilities and know how to use them, develop and control their emotions so that children are able to interact and collaborate with their friends or other people around them (Sukatin, 2021). Musbikin explains the aim of early childhood education, namely guiding children in developing their potential, monitoring children's behavior, providing enjoyable experiences, building children's foundational abilities and developing students' spiritual, intellectual, emotional and social intelligence during the golden period of growth in an educational and play environment. fun (Wulansuci, 2021). According to Copple and Bredekamp, foundational abilities can form the foundation for learning in later life, these foundations can be developed through the cognitive, language (linguistic), social, emotional and physical domains (Kostelnik et al., 2017). Apart from that, Yusuf & Sugandhi explained the skills needed for child development, namely motoric, language, cognitive, social, emotional development, as well as the development of religious awareness (Wahyuni, 2021).

Based on the Merdeka Curriculum, the foundational abilities that must be possessed at a child's age are recognition of religious values and character, sufficient emotional maturity to carry out activities in the learning environment, adequate social and language skills to interact healthily with peers and other individuals, positive meaning of learning. , development of adequate motor skills and self-care to be able to participate in the school environment independently and cognitive maturity to carry out learning activities, such as basic literacy and numeracy. These abilities must be grown and nurtured from early childhood to early elementary school

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so that children are ready to learn. In line with this, Gardner (Marpaung, 2017) divides eight types of multiple intelligences, namely language intelligence, mathematical logical intelligence, visual spatial intelligence, musical intelligence, kinesthetic intelligence, naturalist intelligence, interpersonal intelligence and intrapersonal intelligence. Developing these abilities can be done through a fun and meaningful learning process so that children can achieve foundational abilities. The following are learning activities carried out by the South Jakarta Gugus 5 Kindergarten and PAUD in developing children's foundational abilities through the grade 1 elementary school curriculum.

The first foundation is "Knowing religious values and character". Moral and religious values play a role in shaping children's behavior so that children can behave and interact according to their growth and development (N. Safitri et al., 2019). South Jakarta Gugus 5 Kindergarten and PAUD in building foundational abilities is built through subjects and also habituation in the classroom. The Gugus 5 South Jakarta Kindergarten and PAUD is also a qiroati activity in introducing religious values to children. There is a curriculum based on Islamic religious values. One of the learning materials for monotheism so that children know Allah SWT as their God. Apart from that, there are Qiroati activities, namely learning activities to read the Al-Quran or Iqra for children. Learning about the obligations of worship is carried out by instilling habits, namely by holding midday and dhuha prayers as part of school activities.

The second foundational ability is "Sufficient emotional maturity to carry out activities in the learning environment". In early childhood, they will try to understand other people's emotional reactions and children will try to control their own emotions. Therefore, there is a need for the role of parents or other people in supervising and helping children in managing their emotions (Q. Y. H. Sukatin et al., 2020). Elementary school teachers in the early grades of Kindergarten and PAUD Gugus 5 South Jakarta are building this second foundational ability by teaching children the habit of waiting and being orderly by lining up before entering and leaving the classroom. The teacher will appoint orderly children first to enter or leave the classroom, so that the children will change their attitude to be orderly and wait according to the instructions given by the teacher. Class 1 children are able to wait in preparation to enter or leave the classroom, but for orderliness, additional instructions are still needed to be orderly. Meanwhile, to maintain children's concentration in learning, the teacher prepares ice breakers or games before learning begins and also carries out the "silence pat" movement to restore children's focus and control the classroom atmosphere to remain orderly.

The third foundational ability is "Sufficient social and language skills to interact healthily with peers and other individuals". Social skills are a competency used in initiating social relationships and are related to acceptance of peers in adaptation in the social environment (Iswar & Efrina, 2018). The first grade students of Gugus 5 South Jakarta Kindergarten and PAUD use flexible methods in their learning process, some use tables and chairs in groups using a U-shape system with tables shaped like semi-circles, squares, triangles and others. These groups are randomly adjusted by the teacher and the content is mixed based on the level of focus, missed subjects, activeness, and so on. Based on the results of this research, the aim is to stimulate children in interacting with peers with different nuances. Apart from that, there is a class agreement which means children are trained to be able to give opinions and make commitments both to themselves and to others, this is in the form of a class cleaning schedule. A description of the activities is as presented in Figure 8. The fourth foundation ability "Positively interpreting learning" Based on the results of observations and interviews with first grade students at Kindergarten and PAUD Gugus 5 South Jakarta, it is known that first grade students at Kindergarten and PAUD Gugus 5 South Jakarta have a strong enthusiasm. The high rate of going to school is caused by the school atmosphere which is created based on things that are fun for children, especially the friendship aspect at school which is the reason why children are enthusiastic about going to school.

Furthermore, the fifth foundation ability is "Development of motor skills and adequate self-care to be able to participate in the school environment independently". According to Montolalu, children's motoric development will train physical movements in the form of coordinating body movements in children, such as crawling, running, tiptoeing, jumping, hanging, throwing and catching, as well as maintaining balance (Ulfah et al., 2021). The development of motor skills is carried out by applying motor skills training lessons which are also carried out in Physical Education and Health Sports subjects to train the child's body. Apart from that, children are also accustomed to the ability to care for themselves, namely by preparing various places to store children's things, such as placing bags, personal shelves for placing things and so on. This is a way to train children to manage their personal belongings independently. An example is at mealtime or snack time, children bring lunch from home and prepare and eat it themselves. After eating, children are also given self-care training, namely brushing their teeth. Apart from that, children are encouraged to go to the bathroom themselves if they want to defecate or urinate. It is known that girls are more independent in taking care of themselves compared to boys.

The sixth foundational ability point is "Cognitive maturity to carry out learning activities, such as basic literacy and numeracy". Cognitive abilities are a very important aspect in children's development (Ardiana, 2022). where Grade 1 elementary school students are taught writing, reading and calculating skills through thematic books. The interesting thing in honing children's reading skills is that children have literacy activities that are carried out before learning Thematic, namely literacy activities, where children will read story books that have been provided and children are given the opportunity to tell stories about the results of their reading. This will also help children develop their creativity. Children who cannot yet read will be guided by the teacher during literacy activities by taking turns. For children's numeracy skills, they are taught about subtraction and addition through thematic books. From the

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observation activities carried out, it is known that on average children already have basic literacy and numeracy skills and only 4-5 children do not yet. For children who have not mastered these skills, there will be recommendations given by the teacher to take part in tutoring activities.

Furthermore, to strengthen foundational abilities in children, assessments can be carried out to strengthen positive attitudes towards learning. According to Suyanto, assessment is a process of observing, recording and documenting the activities carried out, the results of students' work and how they did it as a basis for making decisions that are useful for students in their children's further education (Khadijah & Amelia, 2020). The assessment is carried out with learning activities, then the teacher will observe the general achievement of students' abilities with the hope that the teacher will be able to know the condition of the students and be able to adapt them to the learning activity process. According to Wortham, there are five objectives in carrying out assessments, namely to determine children's developmental achievements, to diagnose problems in children, to plan programs, to place children in appropriate services and for other uses such as research (Nurhayati & Rakhman, 2017). South Jakarta Gugus 5 Kindergarten and PAUD carry out assessments of children, namely in the form of attitudes, skills and cognitive assessments based on daily process assessments which are carried out once a week with the aim of filling in the assessment in the child's report card. The assessment used is through observation of children's daily activities at school by looking at children's attitudes in the form of responsibility and self-confidence in children.

Based on the explanation of the learning process above, the South Jakarta Gugus 5 Kindergarten and PAUD in the learning process for students is carried out with fun activities, as evidenced by the form of games or ice breaking in the teaching process. This is in accordance with Singer's statement, that playing has more benefits during human development, especially in imaginative games which will shape and stimulate the child's brain from inside and outside in playing its role regularly (Wulandari & Fachrani, 2023). Unfortunately, the South Jakarta Cluster 5 Kindergarten and PAUD still use written and oral tests to determine or measure children's ability to receive lessons. The test is carried out when thematic has finished teaching and the test is used for the child's report card so that parents know their child's learning achievements. This will have an impact on the child's growth, because if a child has poor grades, the child will label himself as stupid. In accordance with Anggraeni's statement that labeling is given because of behavior that deviates from values and norms in society. As a result, there will be changes in roles that tend to be in accordance with the labels given (A. Lestari & Huda, 2021). Apart from that, children will experience academic stress. Academic stress is a condition where students are unable to meet various academic demands (Barseli et al., 2020). Factors that cause academic stress are too heavy academic demands, piling up assignments, social environment and poor exam results (Barseli et al., 2017). This is because the South Jakarta Cluster 5 Kindergarten and PAUD still use Curriculum 13 in the teaching process. Efforts that must be made to optimize the PAUD to SD transition are to accelerate the implementation of the Merdeka Curriculum at the early elementary school level so that there is no disconnect between the learning that has been carried out in PAUD and elementary school and continues to support the growth of children's foundational abilities in early school.

### CONCLUSIONS

Based on the research results, the transition from PAUD to SD has been carried out by PAUD and TK Gugus 5 South Jakarta. (1) PPDB does not use the calistung test but uses assessment as a selection process. (2) MPLS activities have been implemented for 1 week. (3) The learning process in developing children's foundational abilities has been carried out in a fun way. This is proven by the pleasant learning room settings in elementary schools, the PAUD and early grade elementary school environments are in the same place, placing PG-PAUD graduates as teachers in early grade elementary schools. Apart from that, the learning process still applies written and oral tests to measure student learning achievements. This test was carried out because the 2013 Curriculum was still used. This was an inhibiting factor in implementing the transition from PAUD to SD. Based on these conclusions, action is needed to accelerate the implementation of the Independent Curriculum at the early elementary school level so that the transition process runs optimally.

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