

School Strategy for Preparing Kindergarten Transitional Children to Elementary School

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***Abstrak.** The transition from early childhood education to primary school is a crucial period in a child's educational development. The learning environment provided during this phase plays an important role in supporting adaptation, social-emotional development and academic skills. The aim of the study was to explore the role of the environment in the ECD to primary school transition. This study describes the perspectives and practices of mothers about elementary school readiness in the area of Darussalam kindergarten temple the purpose of the observation is to do the field introduction article of the school and to get information about various concepts and habits of school discipline and transition and get insight from various regulations related to the priority of preparation for elementary school, we as researchers collect with qualitative data first by observation and conducting questions and answers during the week The results of the observation show that the disciplinary policy affects school readiness and transition in the field the results of this study also provide little input on the concept of school readiness by paying attention to educators' beliefs about child development (school readiness and transition).*

Kata Kunci – environment; obsevation ; PAUD-SD transition

I.INTRODUCTION

A phase of change in a person's life can be referred to as a transition and can occur at various stages of life; one example is the transition from early childhood education to primary education, Transition from one level of education to the next requires psychological adjustment and may cause conflict in a child [1], This transition period, is also an ongoing process of events for a child from an Early Childhood Education (ECE) environment to Primary School (SD) to adjust to changes in social identity, environment, social networks, and teaching and learning methods. School readiness must depart from the original purpose of learning, schools ensure every child has the right to have the foundation skills to become a lifelong learner, at any grade level.

Children entering formal school are expected to be able to independently do things, form new friendships, and adapt to different teachers and elementary school routines that are different from PAUD [2]. The early elementary grades are the time for children to adjust to the various outcomes of formal education. When children become elementary school students, they should already be in school-ready status with a variety of basic/foundational abilities. Therefore, the transition period, namely when children enter the early grades in elementary school, is a very important period to strengthen various foundation skills in children. This movement aims to protect the rights of early childhood to grow, process, and be valued both in the education unit environment, and in the place of residence.

These diverse strategies show that preparing children for the education transition requires holistic attention to various aspects of child development. However, the transition to primary school is not just about curriculum changes but also shifts in the learning environment, both physical and social, that can affect a child's overall educational experience. School, family and community factors are key in shaping a positive transition experience for children [3]. Discipline is the most important asset to success. It can influence one's behavior and thinking to minimize future risks. Implementing this attitude requires motivation and self-confidence from an early age. In addition, discipline is implemented not only because it fulfills the obligation to follow the rules, but also because the child develops an understanding of the benefits of its implementation [4].The strategy of preparing the

transition from PAUD to SD at Darussalam Candi Kindergarten is through habituation of early entry in group B (TK B), in the first semester group A entered early at 07.00 in the second semester entered at 10.00 and in group B the first semester entered at 10.00 in the second semester entered at 07.00 because to prepare for the entry schedule in SD later, In addition, they convey courage, confidence, responsibility, cooperation, and social character. All of these characters are not taught in specific subjects, but are always implemented in everyday life.

The scope of this research is to explain how the process of preparing children to transition at Darussalam Candi Kindergarten to elementary school: (1) to know and add insight into how Darussalam Candi kindergarten teachers make strategic habituation towards the transition of group B to a higher level, namely elementary school (2) to explore transition activities from Darussalam Candi kindergarten to elementary school (3) to improve school readiness to the elementary school level.

II. METHODS

The approach used by researchers in this study is a descriptive qualitative approach. Qualitative research is research that produces descriptive data, namely making observations of the speech or writing and behavior of the people observed [5]. It aims to explore the role of neighborhoods in the PAUD to SD transition. What is done involves formulating specific and relevant research questions [3]. The approach technique taken to Darussalam Candi Kindergarten is very suitable to be a research reference as a record of introduction to the school field, class action research (PTK) where children's learning outcomes are still in the developing stage [6].

Conducted a review of current research on transition to the first grade level, focusing on promising transition practices and the role schools might play in implementing them. This brief offers a synthesis of our findings, focusing on the important role played by families in the transition to first grade. It begins with an overview of the concept of transition and its importance for school success. Then, it explores family-focused transition practices, considers practices and key players in implementation, and includes examples of promising transition practices that engage families. It concludes with the presentation of a framework for the development of school transition teams and programs that value participation [7]

The purpose of this research method is to gain an in-depth understanding of the role of neighborhoods in children's transition from ECD to primary school. The research method used in this study is a descriptive qualitative approach, which aims to gain an in-depth understanding of the role of the environment in children's transition from ECD to primary school. This method involves direct observation of the behavior or speech of the research subjects, as well as descriptive data collection through dialogue with parents and teachers at Tk Darussalam Candi related to their readiness to support their children entering primary school. The purpose of this study was to gain a deeper understanding of promising transition practices and the role played by schools in implementing them.

III. RESULTS AND DISCUSSION

The PAUD-SD transition is the process of children moving from being PAUD learners to primary school learners and adjusting to a new learning environment. School readiness must depart from the real purpose of learning, which is to ensure that every child has the right to have the foundational skills to become a lifelong learner, at any grade level. Thus, the PAUD-SD transition is an effort to ensure every child gets his or her rights regardless of the child's point of departure. Therefore, there is a need for various tools and websites that can be used as communication media to

provide information on the definition, principles, mechanisms and signs in strengthening the PAUD-SD transition so that its implementation can be successful both at the central and regional levels, down to the education unit and parents/community.

The basic concept of child development consists of four dominant factors, the first basic concept, the Microsystem, is the relationship that occurs within a family because this is where a child's basic interactions begin. In a family, children get nurturing, love and various opportunities. When children are older and ready to go to school they are in the mesosystem. School is where children formally learn about their society. Schools teach reading, writing, arithmetic, history, science and so on. Teachers encourage the development of various skills and behaviors by serving as role models and by motivating children to succeed in learning." [8]

1) The first basic concept, the mesosystem, consists of relationships and connections between two or more people such as family and school or peer group. The impact of the mesosystem on children depends on the number and quality of reciprocal relationships.

2) The second basic concept exosystem, refers to settings in which children are not active participants, but external factors influence the basic development of a young child. It is also, for example, the parents' occupation, the organizations that the parents participate in or the networks that the parents participate in that will influence the child. This orientation, in turn, affects the child's socialization. It shows that parents' occupation, income, and discipline affect children's developmental outcomes.

3) The third basic concept is the macrosystem which is related to the culture, customs, beliefs, lifestyle and social interactions in which the child is raised. Culture refers to learned behavior, including knowledge, beliefs, art, moral principles, laws, customs and traditions that are characteristic of the socio-cultural environment that is the local wisdom where a child grows up [9].

Researchers have noted the importance for educators to understand the complexity of school readiness in order to provide good support as children transition into primary school. Empirical perspectives identify school readiness with an emphasis on skills and knowledge that are prerequisites for children's school success, this provides a view that social interaction and scaffolding influence children's development [10], the concept of school readiness based on empirical perspectives implies that readiness is an absolute construct, which views whether children are ready or not ready for school.

Scheduled activities at Darussalam Candi Kindergarten This assistance targets 48 parents who have consisting of group A and group B levels. Observation activities at Darussalam Temple Kindergarten were carried out from Tuesday to Monday, May 14-20, 2024. This activity took place from 07.00-12.00. The qualitative method in this observation research is through 1) situation analysis by conducting dialog with teachers and parents related to readiness to support children entering the elementary level, 2) observing the schedule of school children's activities, 3) Questions and answers about deepening the material and sharing childcare practices that have been carried out by Darussalam Candi Kindergarten teachers, 4) monitoring daily habits for a week [11].

Characteristics of NU 151 Darussalam Kindergarten

The word character comes from the Greek word, *charassein*, which means to carve so that a pattern is formed. Character can be defined as mental or moral quality, moral strength, name or reputation [12]. Children can be said to have a strong and good character if they have successfully absorbed the values and beliefs that have been instilled in the education process and used as moral and spiritual strength.

TK NU 151 Darussalam Kindergarten is located on Jl. H. Nur No. 09 RT 03 RW 01 Sugihwaras Village, Candi Subdistrict, Sidoarjo Regency, which was established in 1983, precisely

on the 1st of June. It was built by all the leaders of Sugihwaras village in that year. And assisted by members of the village muslimat. The kindergarten school was built on purchased land measuring 100m x 70m and under the same roof as MI Darussalam. At that time there was only one Islamic institution in Sugihwaras village. And at that time the NU 151 Darussalam Kindergarten was under the auspices of the Muslimat foundation. With the construction of a very simple building. At that time armed with village donor money and with a cooperation agreement, and the enthusiasm of all administrators and leaders to have an Islamic foundation.

Characteristics of Students at Darussalam Kindergarten Candi Students at NU 151 Darussalam Kindergarten are 4-6 years old, totaling 106 children into 2 study groups, namely class A (4-5 years old) and class B (5-6 years old). Some children come from playgroups, some children are studying at the TPA near where they live and some children have never been to school. The majority of learners embrace Islam, the average student's place of residence is not far from the school environment. Some are native Sugihwaras villagers but some are migrants from other areas (KURIKULUM OPERASIONAL SATUAN EDUCATION (KOSP) AJARAN YEAR 2023/2024).

Activities carried out at Darussalam Candi Kindergarten

In the morning after doing prayers and singing in the classroom with group B doing art performance exercises in preparation for school farewell at the time of observation at Darussalam Candi Kindergarten, the activities of Darussalam Candi Kindergarten were almost approaching farewell Therefore, during the one-week observation of Darussalam Candi Kindergarten, the initial activity was the preparation of the school farewell display.

JAM	JADWAL KEGIATAN TKM NU 151 DARUSSALAM
06.45-07.00	Penyambutan kedatangan siswa
07.00-07.30	Kegiatan Pagi <ul style="list-style-type: none"> • Ikrar dan membaca Syahadat • Kegiatan motorik kasar • Cuci tangan dan toilet training
07.30-08.00	Kegiatan Awal Pembelajaran <ul style="list-style-type: none"> • Salam, berdoa sebelum kegiatan, presensi, murojaah surat-surat pendek, do'a harian, cerita dengan termimpin, doa penutup majelis • Apersepsi tema
08.00-09.00	Kegiatan Inti <ul style="list-style-type: none"> • Penerapan saintifik (mengamati, menanya, mengumpulkan informasi, mengasosiasi dan mengkomunikasikan)
09.00-09.15	Istirahat Berdoa, mengenal perilaku hidup sehat dengan cuci tangan, makan kue , minum, bermain bebas, toilet training, dan berwudhu
09.15-09.30	Recalling <ul style="list-style-type: none"> • Kesan-pesan dan bersyukur atas kegiatan yang telah dilakukan
09.15-09.30	Kegiatan Penutup Pembelajaran <ul style="list-style-type: none"> • Refleksi kegiatan, pemberian motivasi dan pesan moral • Merapikan perlengkapan pembelajaran • Informasi kegiatan esok hari. • Doa-pulang/Salam
09.15-09.30	Kegiatan Penutup Pembelajaran <ul style="list-style-type: none"> • Refleksi kegiatan, pemberian motivasi dan pesan moral • Merapikan perlengkapan pembelajaran • Informasi kegiatan esok hari. • Doa-pulang/Salam

During the PAUD SD transition activities, group B students of Darussalam Candi Kindergarten seemed enthusiastic about following the entire series of activities planned by the teacher from beginning to end. Starting from the habituation of the class schedule in TK B, in the first semester TK B entered school at noon at 10.00, in the second semester the learning began at 07.00 because it aims to familiarize so that later children enter elementary school to get used to equalizing the entry schedule at elementary school (SD), and disciplining children to strengthen their thinking and identity to become confident, one of which is by being part of the ceremonial officers on Monday, then the teacher gives a lighter question so that children can think broadly and creatively as a measuring tool for children's abilities.

In addition, the implementation of the PAUD-SD transition is needed for strengthening because a) There are misconceptions in the field, where there are still many PPDB and learning practices that do not reflect the understanding that building foundation skills (basic literacy and numeracy skills, social emotional maturity, and other foundation skills) is a gradual and continuous process that is built from PAUD to early grade elementary school. b) The foundation phase is the right of every child, where the right of every child to get the foundation phase has not been fulfilled, because there are still many children who go directly to grade 1 elementary school, so that children do not get the foundation phase that is their right [13], therefore Darussalam Kindergarten makes a strategy in kindergarten B children focused on doing basic learning activities to enter elementary school by dictating teacher speech, guessing counting quickly using fingers, and Darussalam Kindergarten teachers provide storybooks for reading and retelling to train children's linguistics. Learning the ability to read, write, count is part of the numeracy literacy skills developed from early childhood education to early grade elementary school, because the foundation skills formed in early childhood education are the basics of literacy and numeracy.

The results of observations in one week at Darussalam Kindergarten temple in optimizing early childhood to prepare for higher levels using learning that daily there must be calistung, Calistung stands for the words reading, writing and counting[14]. Calistung learning methods are the basis for humans to recognize numbers and letters and facilitate communication in writing, language, The application of the calistung learning method in early childhood education is still a problem but at Darussalam Candi Kindergarten the learning is not only with books and pencils but with games and practices and experiments so that children at Darussalam Kindergarten are more interested in adding intelligence and for teachers at Darussalam Candi Kindergarten to enter the next level is the preparation of children's motor skills that have been strengthened and learning letters writing alphabets numbers repeatedly to get used to when going to elementary school children Darussalam Candi Kindergarten is also taught to recognize new vocabulary mentioning new repetitive words, Darussalam Candi Kindergarten conducts the last one to two months before separating and is done so that when children enter elementary school they are fluent and better in terms of calistung reading writing counting and knowing more vocabulary this habituation is carried out in the second hour or core activities.

IV. CONCLUSION

The results of this study indicate the importance of rethinking the concept and practice of school readiness and the transition of students in Darussalam temple kindergarten school to elementary school makes the moment that must be considered especially on the needs related to cognitive children physical children social emotional, as well as when they interact. It is certain that the policies

of the government, the foundation, the school, and the child's guardian must support the adjustment process of the KUD to the elementary school level by using a simulation program to provide learning that is used and enjoyable for Darussalam Kindergarten students in their early school years. This study uses qualitative methods and uses the results of free tests before program implementation and after program implementation. What is used by Darussalam candi kindergarten to develop habituation is by arranging the schedule from group A which enters in the afternoon to group B which enters in the morning. And the results of the study show a habituation-based TK-SD transition program. Qualitative results obtained that TK Darussalam candi is quite ready to develop a kindergarten to elementary school learning transition program, however, it is necessary to carry out continuous monitoring and evaluation (transition program model).

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