



Parent And Teacher Collaboration in Building Readiness of Early Childhood Learning For Next Education Grade

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ABSTRACT

The transition period in preparing for the next level of schooling needs attention from parents and teachers, especially the preparation for Early Childhood Education (PAUD) to Elementary School (SD), is currently the focus of attention of students, parents, schools and stakeholders' other education. In preparing for the transition period in the implementation of early childhood education, at least three preparations are needed when entering elementary school, namely ready for children, ready for parents, and ready for school. This study uses a qualitative method. Data collection in this study was carried out through observation, interviews and psychological testing to obtain the truth of empirical data. Through the empirical data collected, it is believed that it will be able to provide answers to the problems in this research. This research was conducted in PAUD in Karanganyar Regency. The data analysis technique uses source triangulation. The results of this study indicate that schools must have educators and education personnel who are professional, responsible, committed teachers, teachers who master the material and teachers who recognize the characteristics of children. Of the five characteristics of teachers that are mandatory to have so that they can help prepare PAUD children to transition to elementary school. The program of activities must also be of high quality, attractive, using a curriculum according to the local cultural context, relevant to interests, ages, needs and unique abilities in enhancing children's development. Schools and teachers need to explore basic concepts in developing curricula to designing appropriate daily learning activities for early childhood. This is also related to the increasing awareness of the importance of developing children's development at the next school level.

KEY WORDS

collaboration; learning readiness; early childhood.

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INTRODUCTION

A prepared child is one who can adapt to, or smoothly transition to, a more structured learning process upon entering primary school. Parents must also be willing to accompany, learn and support the child's development steps, because parents are usually on the side of the child. While the PAUD education unit has the task of preparing children to enter elementary school. Schools and parents must go hand in hand in educating children with harmonious communication and cooperation. This preparation is closely related to the child's environment which can affect the development and growth of children. PAUD includes more educational activities that focus on children's development, through fun integrated play activities. The material in PAUD contains the concepts of attitudes, knowledge, and skills that support 5 aspects of children's development, namely cognitive development, development of religious and moral values, social-emotional development, children's physical-motor development and language development of children, while in elementary school they focus on various subject areas. -type. Based on the results of existing research, it turns out that there are still various problems, for example, children are required to be able to read, write, and count when entering elementary school so that parents and teachers place high hopes on the PAUD to SD transition program which is prepared in a structured manner by parents and teachers with Good learning can foster learning experiences that help develop children's development and play an important role in making children ready to enter higher education levels and succeed in their future.

School readiness in PAUD focuses on children who are preparing to enter elementary school. The concept of children's education, which refers to the readiness of children to enter elementary school, should involve the readiness of families, schools and communities to provide appropriate stimulation for children so that children can be ready to go to school. Child readiness focuses on children's learning and development with support from educators, so that children can

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gradually adjust to the new learning environment. In order for children to be ready for school, stimulation is needed to develop physical and sensory-motor, cognitive, socio-emotional, and learning attitudes. Family readiness focuses on the attitude and involvement of parents or caregivers in learning and development through providing appropriate stimulation while at home. Children's daily life, which spends a lot of time with family, can be filled with various meaningful activities that can facilitate children to be ready for school. Family readiness in supporting children's school readiness includes: (a) parental warmth and sensitivity, (b) support for fostering children's autonomy, and (c) active participation in learning. Early childhood requires a learning maturation process that needs to be honed so that children can enjoy learning, have interests, be motivated, adapt, are ready to accept tasks and responsibilities and can communicate well. Less readiness to learn early childhood will affect the process of interaction and learning activities. Thus, the more ready children are to learn, the better the learning process that takes place (Rifai and Fahmi, 2017).

Readiness to learn is all circumstances that occur in children that can make them ready to respond through certain attitudes/behaviors in response to these conditions (Slameto, 2010). If the child's learning readiness is good, the child can sit for a long time paying attention to learning, early childhood who are ready to learn can also generally hold letter writing instruments with the aim that the child will write a lot of material and assignments, and the child can pay attention/listen when the teacher is delivering teaching material so that the goal is teaching children can understand what is conveyed by the teacher can be achieved properly Early childhood learning readiness. Early childhood (4-6 years) are generally ready to learn if the social, emotional, attitude/behavior components are reflected in the child's disposition in responding to the learning process (Thomas, 2006).



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Readiness to learn in distance learning also needs to be seen in terms of knowledge of technology users (children, parents, teachers) in accessing technology because learning readiness is also related to the ability to operate the technology used (Fedina, 2012). When the child is ready to learn optimally, the child will respond with maturity. The better the adjustment and response given by the child, the more likely it is to be able to absorb information (Slameto, 2010). If there is no readiness or willingness to learn, the learning process will take place less effectively. The readiness and emotions of early childhood are assessed from emotional readiness which is estimated in the form of obligations in completing tasks, encouragement to work, willingness to adapt, comfort and independence in carrying out tasks and appreciation of values in a task. Meanwhile, children's cognitive readiness in terms of critical thinking skills and the importance of carrying out tasks, awareness of weaknesses and strengths, already making connections with tasks carried out with existing realities, awareness of the value and ability to carry out tasks, and ability to integrate concepts or tools into existing lessons. The readiness of early childhood behavior is seen from the willingness to carry out functions with friends and parents, and the child's ability to manage time to achieve goals in the given task.

The emotional development of children aged 4-6 years can be seen from the awareness that their desires cannot always be fulfilled and they need guidance, recognition and feelings of appreciation, especially from parents (Yusuf in Pratiwi, 2018). Stubborn children generally imitate their parents or their immediate environment. Parents must have strategies in the online learning process while at home for example in forming self-regulating which aims to build behavior that is able to regulate and plan the learning process at home, for example by providing guidelines, discussing rules at home, if children show emotions then people parents need to show how to cope and also explain the impact of these emotional behaviors (Subarto, 2020). In addition, parents are also expected to be

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friends in discussions, ask questions and solve problems, but still provide opportunities for children to be independent in doing assignments in order to train their independence.

The lack of desire for children to search for learning materials and find out on the internet, newspapers, TV and others but only focus on what the teacher says in online learning besides that children must also be asked by the teacher or parents to learn first. Children's learning readiness on indicators of children's knowledge or understanding of the subject matter (Sadikin and Hamidah, 2020). Mothers who have young children should accompany their children and provide an understanding that technology should bring families closer to each other, not distance them. So that parents must play their role wisely so that children have a bright future and create warm and loving relationships in the family (Novianti, 2020).

RESEARCH METHOD

This study uses a qualitative method that refers to the natural paradigm that is sourced from a phenomenological view, especially those related to early childhood learning readiness. The selection of the qualitative method was chosen because it is in line with what was conveyed by Nusa Putra (2012) which stated that if you want to understand the learning process and everything about PAUD, the most suitable approach is qualitative research (Nusa Putra, 2012: 63). Data collection in this study was carried out through observation, interviews and psychological testing to obtain the truth of empirical data. So according to Moeleong (2000:3), it will produce descriptive data in the form of written or spoken words from people or observable behavior. Through the empirical data collected, it is believed that it will be able to provide answers to the problems in this research. This research was conducted in PAUD in Karanganyar Regency. The data analysis technique uses source triangulation.



RESULTS AND DISCUSSION

Starting at the age of 6 years, a child's body growth is relatively balanced, so the child becomes happy to play balance and control the body. Physical growth that goes well, of course, has an effect on the psychological development of children. At that time the child is ripe for school. Although in practice a selection is often held to find children who have matured souls (Ahmadi and Sholeh, 2005: 111). According to Wasty Soemanto that physiological equipment and growth; This concerns the growth of personal completeness such as the body in general, the senses, and intellectual capacity (Sumanto, 2006: 191). Mental development here is emphasized on children's intelligence, by having intelligence that supports children to study in elementary school grade 1, marked by the ability to read, write and count which has been brought by children from learning outcomes with parents in the family environment and learning outcomes with teachers in the environment. Early childhood education will assist children in participating in the process of learning activities at school. Intelligence is not only related to the ability to read, write and count, but there are many abilities related to intelligence such as the ability to solve learning problems, complete assignments and the ability to solve problems with friends studying in the classroom or outside the classroom.

Physical readiness is marked in this study by the fact that there are still problems in physical readiness in the form of children who cannot speak fluently during online learning. Readiness of early childhood in school includes aspects of physical development. This is because early childhood in carrying out their learning activities cannot be separated from physical activity and uses large amounts of energy because of the fine and gross motor movements of children who are able to go up and down stairs, hold pencils, hold learning equipment will affect the learning process (Pratiwi, 2018).). mental readiness in the form of children's readiness to follow the instructions given by the teacher and there are still many children who find it difficult with the tasks given. Children who feel mentally ready to take part in the learning activity

process will accept the tasks given by the teacher, especially in early childhood (PAUD). The seriousness of children in learning can be used as a benchmark in children's mental learning. Emotional readiness is generally in the moderate category (Rifai & Fahmi, 2017). The problem of emotional readiness in this study was characterized by children not being able to carry out learning activities without the help of parents and children still being reluctant to learn if there was no material/video provided by the teacher.

Another role of parents that is no less important is as a teacher at home who also needs support in an effort to achieve maximum child development. Families are expected to develop positive interactions with children. This interaction is a form of support to prepare children to enter school related to family attitudes, support and stimulation. From these three points, it is mandatory for families to be ready for school children such as communicating well and often with children, being sensitive to children's needs, always supporting children's positive activities, encouraging children to have curiosity, inviting children to play to produce a work, inviting children to sing. rhythmic songs, etc. Parents need to provide opportunities for children to develop in a comfortable and warm atmosphere. The attitude of parents who give full attention when the child is talking to him will make the child feel comfortable and feel valued. Parents can give praise and motivation with positive sentences in the right portion, so that the child will continue to be excited.

Children need many opportunities to practice various skills and need a warm environment that can accept themselves as they are. This stimulation can be done through daily activities other than playing, for example by asking children to do simple self-help activities that are getting more and more complex. School readiness focuses on the school environment as well as the habits or practices that encourage and support a child's smooth transition into primary school. In essence, school readiness includes sufficient availability of essential and needed support for children, as well as quality teaching and learning. This can be seen from the



adequacy of time dedicated to learning in the classroom, the provision of learning materials such as books and learning aids, and effective teaching, pedagogical practices, and teacher competence. All of this can be planned in a curriculum that is implicitly or explicitly aimed at training children's school readiness. Schools can carry out learning activities using contextual themes. For example, schools can plan learning activities with themes, such as natural phenomena, self and family, surrounding culture, etc. School readiness needs to be considered in terms of educators and education staff, infrastructure, and activity programs so that children can be ready to go to school. Children who have high learning motivation are also better prepared to go to school compared to children who do not especially have internal motivation, for example, there is an interest in going to school, likes new things, likes challenges related to certain subject matter.

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