

**INVESTIGATING SCHOOL READINESS:
TEACHERS AND PARENTS'S
PERSPECTIVES AND PRACTICES IN A
PUBLIC KINDERGARTEN LOCATED IN
TANGERANG**

A Thesis

**Submitted to the Master's Study Program of Education at the Faculty
of Education in partial fulfillment of the requirements for the degree of**

Master of Arts (M.A.)



by:

Catur Niasari

04212220002

UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

DEPOK

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ABSTRACT

Catur Niasari
04212220002
catur.niasari@uiii.ac.id
MA in Education
Universitas Islam Internasional Indonesia

Early childhood education programs can serve as a beneficial starting point for promoting school readiness. Children can strengthen the foundational learning processes that will affect their lives in the future during early childhood programs. This study utilizes a qualitative case study approach with six teachers and five parents at a public kindergarten located in South Tangerang, Banten, Indonesia. The aims of this study are to gain a deeper knowledge of how teachers and parents perceive school readiness, and explores the practices taken by teachers and parents to promote school readiness, and develop an effective program to support school readiness. Focus group discussions (FGDs), interviews, questionnaires, and observations were the sources of the data. Additionally, this study employs thematic approach to analysis the data. The first finding, which pertain to the conceptualization of school readiness, highlight the maturationist view, such as socio emotional skill includes independence, interact well with the environment and good in adaptation. Furthermore, the conceptualization of school readiness emerged as holistic readiness includes supportive teacher and support from the government. The second finding focuses on the practices of teachers and parents, highlighting play-based learning and a naturalist approach, developing whole development aspect such as motoric skills, cognitive and language, socio emotional aspect, moral and religiosity and approach to learning aspect. Moreover, it also addressing the challenges faced by teachers and parents in the practice of school readiness. The third findings explore how school and teacher programs, aimed at promoting rich learning environment in the context of school readiness school readiness such as; child-centred that focuses on play matters, focus on children characteristic and respect on their progress. Lastly, fostering positive environments for children such as; personal approach, emphasize children's security feelings, valuing various family background, and fostering effective communication with parents and school member. The study concludes that a collaborative effort between teachers, parents, and the government is crucial for fostering holistic readiness and rich learning environment skill readiness for children. The study analysis the conceptualization and practices of teachers and parents, advancing the arguments of Brofenbrenner's bioecological framework and constructivism learning theory for enhancing school readiness in public kindergarten environments. This thesis concluded by advocating for increased collaboration between home, kindergarten, and elementary settings in the development of a school readiness program for elementary school students.

Keywords: *early childhood education, kindergarten, school readiness, kindergarten teacher, parent*

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CHAPTER I

INTRODUCTION

This chapter elaborates information based on chosen topic of the study which include a research background and discusses briefly how the case of school readiness is happening globally and projecting particularly in Indonesia. This section discusses of the issue of school readiness as a present study, namely research background, research questions, objective of study, and significance of study. Research background briefly elaborate personal experience and issue as a case and developing the research whilst research questions consist of three questions to be answered in the result of study. Subsequently, it continues with objective of study to emphasize the purposes of the research. Lastly, the significance of the research informs how this research can be beneficial for education field, especially in early childhood education.

1.1 Background Research

There was a story based on my experience as a 1st grade teacher, a young female student was angry and cut up the daily test assignment sheet. This young girl has been a 1st grader for 5 months and has often received similar assignment sheets; unfortunately, she still has problems dealing with the assignments. On different days, other students could not restrain their anger and hit their friends, cried because they could not complete assignments well, or could not adjust with friends in their class. Crying is one of the reactions because they have difficulty expressing their feelings and needs. This results from personal observations and experience as a first-grade teacher for 4 years. Based on this issue, I can assume they were not enjoying the learning process.

Back to my personal experience as a student in grade 1 until grade 2 at the end of the 1990s era. I did not join an early childhood education program. This condition brought me to the surface in the academic area in the early years of elementary school. I always

panicked when I went to school. My head buzzed about how I could follow other students, some of whom were good at reading and arithmetic. It was different with me; I needed extra time to string word by word, and the teacher seemed mad at me. This condition made me stressed when going to school. As a teacher, I reflect on my journey with my students. I intend to help them be happy to go to school, have a positive relationship with the teacher, and have a have a desire to learn.

Unfortunately, along with my observation, I see the phenomenon that children should have a set of skills to enrol in elementary school. The specific skill is mostly in the academic aspect, such as reading, writing, and counting. Some parents and teachers assumed children who can read, write, and count well would easily adjust to academic achievement in the school setting. In doing so, teachers and parents influence the children's beliefs. Contrary to popular belief, early childhood development programs should accommodate the whole development aspect to be considered at a young age (Hasan et al., 2013).

Initially, the personal experience and observation captivated my attention and provoked deeper contemplation over the optimal approach to adequately prepare children for school. Given the importance of preparing children for the transition from kindergarten to elementary school, it is recommended that they can participate in a specialised programme called Early Childhood and Care Education (hereafter called as ECCE) prior to entering elementary school. This program aims to promote learning and development at a young age. According to Myer (2004), ECCE should focuses on language, cognitive development, and social development and behaviour. Furthermore, international evidence underscores the essential aspects of children's development, such as physical well-being and motor development, language and literacy development, cognitive development, general knowledge, social and emotional development, and executive function (Hasan,

2013). Moreover, early childhood education is the starting point for children to undergo cultural change by learning from people other than their parents, getting to know their peers, and learning to socialize. Therefore, early childhood education serves as a foundation for academic and future success; additionally, it is essential to prepare a growing country (Hasan et al., 2013; Adriany et al., 2015).

According to the issue above, the early childhood and care education program is the starting point to encourage children to be ready for formal school, and it is beneficial for later achievement. Because children cannot simply grow into being ready for school. Children influence by interaction and relationship of adult (Hayes, 2020). School readiness is complex definitions including children, teacher and family (Mashburn,2006). However, Snow (2006) mentions school readiness is the ability of children when they enter school and is important for future success. The set of abilities is debatable. Furthermore, Rouse (2020) argues that school readiness involves academic readiness, socio-emotional readiness, and development readiness. Moreover, school readiness is the foundation that enhances students' success at the primary level (Ricciardi et al., 2021). To conclude, early childhood education programs can enhance school readiness (Gormley et al., 2008).

The research argues that school readiness influences child development and success at the following levels (Konold et al., 2005; Kokkalia et al., 2019; Ricciardi et al., 2021). Moreover, children who are ready to go to school are able to adjust and adapt to the new school environment. Early childhood education helps students expose and assist children with the expected skills to be ready for the school setting (Gormley, 2008). On the other hand, inappropriate school readiness has a negative impact on children (Gaynor, 2015). Furthermore, as Gaynor, (2015) also mention that children who enter elementary school with low readiness do progressively worse in the course of their learning process. Furthermore, Rouse et al. (2005) mention that many children are not ready to learn in terms

of academic, social, and emotional deficits. They will probably fare worse in elementary school and high school than their more accomplished peers.

Furthermore, an international ECCE program has been provided as a set of programs to facilitate school readiness. More recently, the socioemotional skill aspect has been considered an essential aspect of school readiness (Denham, 2014; Goldschmidt, 2019; McManus, 2022). Children's social-emotional skills are an important component of school readiness and include emotion recognition and regulation, social problem solving, and positive and negative social behavior (Denham, 2006; Weissberg et al., 2015). Ability in social-emotional competence predicts later academic skills, even when controlling for cognitive skills and demographic factors (Domitrovich et al., 2017). In Indonesia, Saptandari (2022) affirms that students' problems with school readiness integrate with a lack of socio-emotional competence. This phenomenon impacts students' readiness to follow teachers' instructions and have good relationships with peers. Moreover, in England, it is mostly thought that schools and teachers care more about cognitive skills such as numeracy and literacy for school readiness. Parents perceive more socio-emotional aspects to support school readiness (Davies et al., 2020). Conversely, some literatures strongly proposes that socio-emotional competence is an important aspect of school readiness (Denham, 2014; Goldschmidt, 2019; McManus, 2022).

The Ministry of Education in Indonesia has initially begun the transition program as part of the school readiness program to help students in grades 1 and 2 have a smooth and fun transition from early childhood education to the primary level (Wijaya, 2023). This program focuses on facilitating a positive learning environment for children. Additionally, the transition process is part of school readiness (Wijaya, 2023; Kokkalia et al., 2019). In this transition phase, supporting students to engage with the school process is very crucial. If the school fails to nurture positive relationships in this phase, students will have less

desire to attend school. Ramey & Ramey (1998) argue that successfully transitioning to elementary school is connected with the achievement of acquiring skills that will benefit the future.

Unfortunately, in Indonesia, there are still things that need to be clarified about the concept of school readiness. Echoing similar issue with my personal observation, Fridani (2020) affirms that many parents think that the most important thing before children enter primary school is their readiness to read, write and count or *Calistung*- which is abbreviation for *baca, tulis, hitung*. Moreover, Fridani (2014) also highlight on primary teachers in Indonesia tend to set high expectation, such as; set firm of discipline and pressure student in academic achievement. Specifically, Detiknews reported in 2024, many teachers and parents intensively train children in reading by memorizing alphabets, stringing words together and spelling them out (Najamudin, 2024). Teachers and parents also using inappropriate way such as drilling to encourage children able to read before join elementary school. Najamudin (2024) also argues that inappropriate approach might bring negative impact to the child. This phenomenon occurs because some elementary schools in Indonesia use admission tests to accept new students, including reading, writing, and arithmetic – *Calistung* (Najamudin, 2024). Through this discussion, there is the gap between early childhood education program with the reality in the context of early education.

In the context of school readiness, McLeod and Andreson (2019) affirm the goal of school readiness is to developed awareness and readiness children in learning exploration and develop children well-being. On the other hand, Fridani (2014) highlight limited meaningful learning process regarding school readiness. Whereas, Hayes et al., (2020) mentions rich learning environment process that provide meaningful experience for children. Additionally, Hayes (2007) and Hayes et al., (2020) promotes rich learning

environment in the school readiness program. Rich learning environment is the value and significance learning process to enhanced children's engagement (Hayes et al., 2020). Rich learning environment can utilize indoor and outdoor material that beneficial for stimulate children development (Harper, 2017). Furthermore, Hayes et al., (2020) argue that creating a rich environment offers children opportunities to collaborate and share meanings with peers and adults in early childhood settings.

The complexities occur because of various expectation and behaviour between teachers and parents regarding the necessary skill required for children in elementary school. The combined influence of teachers and parents on school readiness has an uplifting impact on children behavior. According to Goble et al. (2020), teacher-child interaction promotes children's skill development in the context of a school readiness program Similarly, Taylor (2004) argues that parents' beliefs about school readiness also determine participation in home activities with children. Moreover, Taylor et al. (2004) highlights that caregivers and practice beliefs in school readiness impact how parents prepare to participate in a school environment. Therefore, exploring and investigating parents is also essential to understanding the different needs and experiences of children in their families. Conversely, we should not focus on child readiness, considering that communities should be able to accommodate the various needs and experiences of children and families (Murphey & Burns, 2002).

In terms of novelty of the research, this thesis explores school readiness from the perspective of practice and implementation of teaching and activities from teachers and parents that cover aspects of early childhood education toward school readiness. To my knowledge in Indonesian context, some research has been published regarding school readiness in the context of policy (Fridani & Abgenyega, 2013; Fridani, 2014; Yulindrasari et al., 2023), school readiness in the view of elementary teachers (Pangestuti, 2018),

socioeconomic perspective (Nakajima, 2019), and profiling students' readiness and introducing a transition approach in this Merdeka Curriculum (Wijaya, 2023). Moreover, this thesis displays the teachers and parents' perspectives and display their practice according to school readiness. The research also displays the program to be implemented to support school readiness.

1.2 Research Questions

In this research, I have three question arises: First, information on how teachers, parents, and schools conceptualize school readiness. Second, how teachers, parents, and schools practice school readiness programs in ECE settings. Moreover, last, how do teachers and schools provide rich learning environment toward school readiness? Thus, the research questions posed are;

1. How do teachers and parents in public kindergarten located in Tangerang conceptualize school readiness?
2. How do teachers and parents in public kindergarten located in Tangerang practice the preparation for school readiness?
3. How do teachers and public kindergarten located in Tangerang school provide rich learning environment regarding school readiness?

1.3 Research Objective

Based on the formulation of the research inquiries follows the research objectives above. In detail, there *are* 3 objectives from this study:

1. Exploring teachers and parents in public kindergarten perspective on school readiness
2. Investigating the practice of teachers and parents in public kindergarten on school readiness.

3. Investigating teacher and school practices and programs to provide rich learning environment in the school setting.

1.4 Significance of the research

This present study will mainly focus on perspective and practice in early childhood programs, especially in the Indonesian context. Therefore, this study's result can contribute to building a pedagogical framework for the school readiness concept at school and home. The results of this study will provide important information for developing evidence-based practice in school readiness. First, the process and result enable us to contribute in theory, especially the bioecology framework and school readiness. Second, it will illustrate the practice in the Early Childhood Education (ECE) program. Third, the study also draws on policy implementation in early childhood education. Fourth, the result of this study will contribute to better teacher-parent programs that enhance collaboration for the school's success. Finally, the study can help to address concern raised by teachers and parents, such as sufficient collaboration and effective communication in preparing children elementary school.

CHAPTER II

THEORITICAL FOUNDATION

This section examines the conceptualization and practices of teachers and parents through a brief summary of the literature review used in the study. An Indonesian early childhood program opens this subsection. Then, it continues with the broad concept of school readiness, the role of early childhood education which includes; program, teacher, parents and assessment. Lastly, it is pertaining understanding on early childhood education in Indonesia which include program and policy regarding school readiness and school transition. That information briefly informs the body of knowledge of a discussion similar to the previous study and draws attention to conducting this present study.

2.1 The concept of school readiness

In this section there will be definition and detail view on school readiness. Research on school readiness primarily investigates the contributes of the ECED program in primary school (Pianta et al., 2004; Denham et al., 2012; Ricciardi et al., 2019; Welsh et al., 2021). Moreover, the school readiness concept is new in Indonesia (Yulindrasari et al., 2023). Specifically, it remains highlighted in the new policy since the school transition was established in the new curriculum policy that introduce by the government. According to Broström (2000), school readiness in Asian countries such as China, Singapore, and India; these countries view preparation from kindergarten to primary school as focusing on academic readiness. On the other hand, Australia, Denmark, and the USA have been provided with some programs and strategies that go beyond academic readiness (Broström, 2000).

2.1.1 Definition of school readiness

The complexities of definition regarding school readiness have been emerged following the new literature. Furthermore, many definitions occur with many

considerations and still debatable (Bingham & Whitebread, 2018; Mashburn, 2006; Pianta, 2002). Mashburn & Pianta (2006) mentions that most of school readiness definition projecting to children who have social and academic skills that they need to be ready to learn. I allocate the definition of school readiness following William et al., (2019) and UNICEF (2012), the idea of school readiness divides by readiness in child, school readiness for children, and family and community supports regarding school readiness. The integrative and holistic readiness are emerging as beneficial aspect for students (William et al., 2019). Moreover, new curriculum in Indonesia suggests more parents' involvement in the school readiness process (Kemendikbud, 2023).

Furthermore, UNICEF (2012) highlights three dimensions of readiness: ready children, ready school and ready families. In order to get a comprehensive strategy, these three entities must collaborate harmoniously. Ready children focus on the areas of development and learning; ready school should support smooth transition and advancement to gain the learning process for all children—lastly, ready families focus on early learning development and transition to school. The concept of readiness in child, school's readiness and family and community support regarding school readiness will be explain below.

Readiness in child. Kagan (1990) introduced a school readiness approach to specific skills focusing on developmental attainment, which determines the readiness of students to learn formally at school. School readiness underscores the importance of pre-academic skills (e.g., literacy and numeracy) and socio-emotional and self-regulation skills (Bierman et al., 2008; Blair et al., 2015). Moreover, school readiness also draws with the following aspects, such as; self-regulation, cognition including math and language development and socio-emotional (Early et al. Center, 2020 as cited in Kang et al., 2024). In detail, self-regulation focuses on children's willingness to join school activities, cognition of language, and literacy activities focus on the expressive language, including conversation, alphabet awareness, understanding of the narration or text, and cognition of Math skills encompass

children's ability to count, understand the symbol of a number, and complete math operations such as addition and subtraction. Lastly, socio-emotional competence encompasses children's ability to have interaction and relationships with peers and also adults. In conclusion, the skills and ability are multidimensional aspects.

Furthermore, Rouse (2020) shaped the perspective of school readiness within 3 aspects. They are academic readiness, socio-emotional readiness, and development readiness. The ability of children to commit to a variety of learning activities, including structure, routines, reading, math, paying attention to instructions, and following directions, was specifically included in the definition of academic ready. The ability of children to possess a collection of traits related to emotional competence, such as independence, resilience, social skills, and self-esteem, is known as socio-emotional preparedness. Lastly, development readiness refers to a child's level of maturity depending on their age and the entirety of their development, including their verbal, cognitive, social and emotional, physical, and emotional growth.

On the other hand, some researchers discuss about how we should not expose the child with a specific standard in the school readiness (Snow, 2006; Fridani, 2014; Nakajima, 2018). School readiness should be focused on how students can adjust to school culture and follow academic performance (Ricciardi et al., 2021; Saptandari et al., 2022). Unfortunately, in Indonesia, the expectation of reading, writing and arithmetic skills in kindergarten can give the child a chance to enter a perceived as a good primary school in the specific context (Fridani, 2014). However, teacher's work as the important role to stimulate their curiosity in the learning process.

School's readiness for children. School's readiness for children following by smooth transition between home and school, understanding child development, provision of service to children within the context safe, secure and inclusive environment and demonstration of teacher to provide effective instruction for children (William, 2019). In the context of

teacher, Jacobs (2001) affirms of the importance of teachers' knowledge about children's development, which can help provide a framework for understanding what children may be capable of accomplishing at certain ages. In this regard, Janus and Offord (2007) recommend the importance of teachers' ability to move beyond academic preparation. Furthermore, teachers suggest engaging with children personally and also engaging with the broader school community to ensure effective instruments in school readiness relevant to their needs.

Family and community supports regarding school readiness. School readiness is a programme designed for actively involving children in their surroundings, allowing them to engage with their experiences, culture, and environment in order to improve their developmental progress (Hayes et al. 2020). Hence, the school readiness program should be invited family and community settings. According to Mashburn & Pianta, school readiness as a model to concern on interaction and transaction among people who live in child's life (communities, neighbourhood, and governments). Timperley (2003) contends that the way educators view children, families, communities, and curricula has a big impact on what unfolds for children when they start school. Moreover, the successful of children in academic, social and behavioural comes when schools and engaged with community (Hoffman et al., 2020).

In this research, I focus on the previous theories from UNICEF (2012), Winter and Kelley (2008), and Mashburn & Pianta (2006). As mentioned above, the definition of school readiness regarding UNICEF focuses on ready children, ready parents, and ready families. Family and community context is a current issue that promotes school readiness (Winter & Kelley, 2008; Mashburn & Pianta, 2006). Hence, I invited the parent community to participate in this study to explore a comprehensive understanding of the school readiness concept specifically in the transition to new curriculum in Indonesia, particularly in Tangerang.

2.1.2 Different View of School Readiness

School readiness is a multifaceted concept with multiple definitions regarding children, school, family, and community. This part of the thesis will be classified based on the global perspective repeatedly mentioned in previous research. Meisels (1999) introduces maturationist, environmental, social constructivist and interactionist views. Fridani (2014) asserts that the maturationist view describe on how children are prepared for school regarding their maturity and pertinent abilities, which are focused on their competency when they enter the classroom. Foss (2009) describes the environmentalist view as connected to a child's development as controlled by events and conditions that dominate their social and cultural world; this view is associated with outcomes of learning such as literacy, numeracy and specific thinking (Fridani & Abenyega, 2006). The social constructivist view describes an approach that considers initiating interaction with the environment and people around the child (Tudge et al., 1999). Lastly, the interactionist view is defined as a combination aspect of maturationist, environmentalism, and social constructivism (Meisels, 1996). Recently, many research studies have mentioned the bioecological view of how children, teachers, and communities influence each other (Hayes, 2022). Specifically, children are influenced by the environment, the policy, teacher-parent relationship, and vice versa, parents-children and teachers-children interaction and relationship provoke children's development (Hayes, 2022).

However, this consideration of perspective allowed teachers and parents to integrate with the needs of school readiness from various perspectives. Different perspectives and discussions on the concept of school readiness describe the multifaceted and complex ideas of school readiness. According to Yulindrasari et al., (2023), In Indonesia, the view of school readiness is constructed as maturationist and environmentalist views. As mentioned, the phenomenon above is about regarding how

students are ready for school at seven years old and how schools put most consideration on academic outcomes. Furthermore, this thesis aims to explore bioecological concepts that focus on teachers' and parents' approaches to influencing children in the context of school readiness; detailed information is provided in the theoretical framework.

2.2 Role of Early Childhood Education in School Readiness

This section provides program, teacher and parents' role and assessment on school readiness in kindergarten to primary school. Further discussion will be elaborate below.

2.2.1 School Readiness Program

Kindergarten school is an educational setting that aims to develop early childhood development. Regarding school readiness, ECE should have a series of programs to encourage students to achieve the skills they need at the primary level. This program and strategies intended to make a positive transition school program and a successful experience (Anggriani et al.,2020). What kindergarten prepares in their setting aims to help students follow some activities and academic programs at the primary level. According to the curriculum program in Indonesia, Seran et al. (2019) displays the learning process that it is encouraging to cover academic, moral, behavioral, and religious aspects.

Furthermore, in measuring children's readiness, early childhood professionals have agreed to take a whole development approach that integrates the child's cognitive, social-emotional, and physical components (Kagan, 1995; Doherty, 1997; Janus & Offord, 2000). Specifically, National Education Goals Panel of America in 1996 (cited in Pangestuti et al., 2018, p.103) highlighted five dimensions of children's school readiness: “(1) physical well-being and motor development, (2) social and emotional development, (3) approach to learning, (4) language development and (5) cognition and general knowledge”. The consideration of five aspects in school readiness works to help children getting various

approach in the learning process. In my opinion, integrating whole development aspects gives children a chance to initially maximize their potential. Various stimuli help them to explore and discover more experience and ability.

As mention in Janus (2016), the measurement aspect should be balance in cognitive and non-cognitive aspect. Janus (2016) also affirms that school readiness measurement should focus on multidimensional aspect, in detail it should cover definition of readiness in all aspect. A holistic approach should be undertaken in the context of measuring school readiness. Furthermore, Aiona (2020) suggests a positive example from the study, creating a comprehensive readiness system that focuses on children. In detail, the instrument of school readiness design to gather level data on children readiness for school and school readiness for children. Echoing a similar issue (Kokkalia, 2019; Divayana et al., 2017), several factors establish beyond the cognitive domain, especially self-concept, peer status, classroom context and parenting. Schools, teachers, and parents can encourage the needs of students. Furthermore, sharing responsibilities between teachers, parents, and school allows students for more effective early learning experiences for children (Aiona, 2020).

The early childhood education program should encourage ready-to-learn. Ready to learn and ready to go to school are various concepts that some researchers have discussed (Pangestuti, 2018; Fridani, 2014). Readiness to learn is viewed as the context of individual development able to learn specific material. On the other hand, being ready for school is typical in the school context. In the context of encouraging young children to learn, Fisher (2008, p.17) underpins aspects of learning, “such as playing and exploring, active learning and creating and critical thinking”. These processes provide students with meaningful activities and experiences to boost their engagement in the learning process. The following information explore on how specific school readiness programs has been occurred.

Play based learning program. Needham et al. (2020) underscores the importance of child-led and play-based programs in school readiness. This article also highlights how adults engage with children to introduce meaningful situations and consider the program resonates with students' interests. Additionally, Kuby (2019) suggests early literacy through playing. The result considers play as formal and informal learning to enhance powerful experiences to prepare for later learning. In detail, this play process consists of how children benefit from a place to play themselves, a space to play with adults, and a space to play with directed tasks.

Moreover, this approach prepares effective lifelong learners. Echoing similar arguments, Williams et al. (2019) also emphasize that early child development should involve children playing and having natural experiences. Additionally, the study suggests that school readiness should draw quality instruction within the context of the relationship.

REDI programs. In the United States, Whels et al. (2022) projected on a program for school readiness, namely the REDI program. This program promotes gains in socio-emotional development and language/literacy domains. Specifically, socio-emotional development helps students to understand emotion and social adjustment, learning engagement, and reduce behaviour problems and parent involvement. The study also illustrates leverage children gains in socio-emotional domains relative to academic domain. Particularly, this study's literacy and language components development using interactive reading, sound games and an academic centre. The program also ensembles book discussions with socio-emotional topics. In detail, Nix et al. (2013) investigates the research in rural area of Pennsylvania that invited 356 children in age 4 (four) from 202 kindergarten classroom in 82 schools in 33 districts. Head Start classroom. This longitudinal research examines the intervention according to REDI programs in language and socio emotional development. Particularly, Nix et al. (2013) argue that added focus on interactive reading programs on verbal language skills and narrative understanding can

increase some aspects of socio-emotional development. Furthermore, language skills also associated with academic outcomes (Nix et al., 2013).

Nurturing Socio Emotional Competence Program. Creating a common understanding of socio-emotional development influences later academic success (Zins et al., 2007; Kaufman et al., 2002; Klein, 2002). Moreover, according to Klein (2002), there are 3 indicators that should be considered as school readiness, namely intellectual, motivational (approach to learning) and socio-emotional competence. Therefore, Klein (2002) also emphasizes that teachers can teach young children if the children have not developed in the socio-emotional and self-regulatory skills in the classroom settings. Further understanding of socio-emotional achievement explain as self-understanding, emotional maturity, the emergence of peer relationship and understanding other people. Raver (2002) argues that emotional matters in school readiness, specifically, children who are emotionally well adjusted have beneficial chance in early school success rather than children with emotional difficulty.

Furthermore, Domitrovich et al. (2017) highlight the benefits of Socio Emotional Competence in school readiness, SEC is associated with behavioral, social, and academic outcomes, can be improved with feasible and cost-effective approach, and plays a key role in the behavioral change process. This study also mentions Socio Emotional Learning (SEL) approach that can be considered as direct and indirect. Direct approach can work as intervention and strategies from teacher, indirect approach works as creating positive environment that promotes the development of socio emotional competence (Collaborative for Academic, Social and Emotional Learning, 2018). CASEL itself introduce socio emotional learning which involves in developing self-awareness, self-management, social awareness, relationship skills, responsible decision making.

Denham et al. (2014) shows the strategies and interventions regarding SEL program. PATH (Promoting Alternative Thinking Strategies) and The Incredible Years programs were developed for preschool. In detail, PATH (Promoting Alternative Thinking Strategies) program focuses on maximizing environmental conditions that promote and enhance the development and implementation of SEL in the classroom. It consists of “circle time” lesson to promote the recognition of basic and advanced feelings and problem solving. This program also implements strategies to increase self-control namely “turtle technique”. These acquired skills are scaffolded by the teacher throughout the child’s experience regarding emotional and challenging situation. Furthermore, The Incredible Years also conducted to emphasize prosocial behaviour such as empathy, emotional literacy, self-control as well as problem solving. This program valued teacher as model and highlight positive interaction and incorporates parent participation, thus parents and school work together in nurturing socio-emotional development. According to the article (Denham et al., 2014), I identify PATH and The Incredible Year Program as the programs that conduct early childhood education in the United States of America. The difference between the programs is based on specific strategies and subjects. Specifically, PATH focuses on socio-emotional learning, which displays strategies in the classroom. Furthermore, The Incredible Year Program intends to promote broad aspects, such as the involvement and practice of children, teachers, and parents. It is including training and support for specific aspects.

Parents Community Program. Winter & Kelley (2008) assert that school readiness initiatives succeed effectively when they offer children and their families full social, educational, and health supplies. This article responds to and reflects on some programs that have been conducted over forty years focusing on school readiness. Long-term benefits related to high-quality school readiness programs include improved academic performance throughout a child’s education. Excellent programs that provide extensive, tailored

assistance well into adulthood positively impact children's lives. Family-strengthening practices are also beneficial to families. Studies have shown that mothers of the enrolled children had favourable results in school and the workplace (Ramey et al., 2000). Furthermore, Winter & Kelly (2008) conclude to invite the community-based programs that provide comprehensive social, educational and health service in children and family. However, school readiness is no longer viewed as solely a child or family issue; it is a community and societal issue with the consideration of participation.

2.2.2 The role of teachers in school readiness

The needs of the children should be the primary priority of kindergarten teachers. Friday (2014) highlights the essential role of a teacher in becoming a parent's partner in the expected skill that eases the transition process. Teachers who thoroughly comprehend child development theories can also improve their teaching methods (Riley, 2009). Moreover, the teachers must have positive expectations of students- including acknowledging children with values, cultural and language knowledge, and encouraging them to have a positive disposition toward learning (Peter, 2010). This study places nurturing children learning behavior and interaction & relationship as the essential role of teachers. Detailed information will be explained below.

2.2.2.1 Nurturing children's learning and development

Every child has their own experience according to their specific background. School may not reflect on particular or each learning environment. Thus, Hayes (2013) contends that pedagogy should support children's larger conception of social, physical, and emotional learning opportunities because development is dynamic. Specifically, Hayes asserts "nurture pedagogy" that highlights the roles of education on playful interaction, exploration and collaboration learning. Additionally, O'Toole & Hayes (2020) assert central of nurturing pedagogy is relationship and interaction. Particularly, maintaining a

high-quality early year's program is important for children's satisfaction and well-being (Wood, 2014).

In the education process, early education planning and practice should consider observation and reflection skills (Palaiologou,2019). Additionally, Joseph et al. (2020) suggests more discovery learning rather than giving direct instruction, aligning with early childhood education programs and giving students the chance to play. The kindergarten model should provide an appropriate environment focusing on play-based experiential learning (Hayes et al., 2020; Bronfenbrenner & Morris, 2007). Moreover, Hayes (2020, p.128) also suggests an effective learning environment that contributes to stimulating, challenging, risk-rich, respectful, and reflective.

On the other hand, Beisley (2020) highlights the information regarding the approach to learning in school readiness. The approach to learning has a variety of learning models, including behavior activities like cooperating with other children, paying attention to the teacher, listening, following directions, and finishing tasks when asked (McDermot et al.,2014). Further discussion explains how children can influence positive and negative experiences in learning (Beisley, 2020). In conclusion, the teacher has a primary role in creating positive experiences in early learning for the child.

The consideration of rich learning environment also highlighted in Bronfenbrenner's theory. Specifically, according to Kernan (2010), rich learning environment includes spatiality, placeness, materiality, and everyday life design. Surrounding materials in the classroom and school outdoor also can be work to invite children discovery learning process. However, interaction in the process of developing rich learning environment also matters (Hayes et al., 2020), specific interaction and relationship explain below.

2.2.2.2 Considering positive interaction and relationship

The roles of teachers are crucial as secondary agents of young children. Research shown that teachers influence on students' attachment on school (Lifshin et al., 2020). Hence, good interaction and relationship between teacher and child should be emphasised as a priority. In detail, the concept of relationship is discussed further in Mashburn & Pianta (2006). This study highlights the holistic relationship between children, teachers and parents – parents and children, parents and teachers and teachers and children. This unified and holistic relationship should be considered in school readiness. Particularly, teacher quality relationship with children helps children feel secure, impart basic academic skills, and acquire social competencies. Moreover, it can help children navigate the environment and adapt within the school setting. In sum, Dockett and Pery (2009) suggest that readiness is related to their connection with their environment and how they interact with the individuals in their milieu.

Furthermore, the study by Whittaker et al. (2024) shows the benefit of high interaction between teachers and children. In detail, the interaction between teacher and preschool promotes individual support and academic and socio-emotional development growth. Moreover, Commodari (2013) showed that students' relationship to their kindergarten teachers had a significant connection to linguistic development and psychomotor skills, which was said to affects to school readiness. Moreover, their activities and experience with teachers and friends are also considered as supporting factors of children's school readiness (Hatfield et al., 2016). Additionally, teacher and children interaction increase children's expressive vocabulary (Howes et al. ,2005) and literacy learning and executive functional skills (Goble et al., 2019).

Lastly, the environment also contributes to child development. Harper (2017) also suggests a rich learning environment that provides students with secure feelings to connect

with friends and adults. Furthermore, a rich learning environment can nurture child to become mature in emotion, self-confident, and overcome the obstacles (Harper,2017). Positive interaction between teacher and child creates a rich learning environment. In sum, teachers in the ECE program should consider quality interaction and encourage students to have positive relationships with their peers and other school members.

2.2.3 The role of parents in school readiness

Parents responsible as primary influenced in child's development. Additionally, it impacts child well-being as a whole (Gunn & Markman, 2005). Furthermore, Gunn and Markman (2005) shed light on the correlation between parental behaviour and the correlation of child characteristics and cognition. The study also highlights the parenting behavior program and home-based program to enhance school readiness among a group of ethnic and racial groups.

Moreover, parental attitudes and beliefs predict children's academic behaviour (Taylor,2004). This study also highlights on the model of "what parents do" and how parents' perspectives influence how parents shape a child's development. A child's family background, including socioeconomic and sociocultural aspects, provokes the parents' perspective. Additionally, Hatcher et al. (2012) suggest that teachers' and parents' perspectives can help to inform specific programs and consider local and cultural settings to make school readiness relevant to what teachers and parents expect.

In the context of school transition, children need supportive action from parents. Young children need adults to help them regulate their emotions (Lawrence, 2019). Furthermore, O'Toole (2016) explains how children feel simultaneously during their transition journey- they feel nervous and excited. Öngören, S. (2021) mentions that parents accommodate children's acquisition of cognitive, social, behavioural and emotional skills to child school readiness; these skills are essential to facilitate their learning and school

adaptation. Additionally, parents should understand what they should prepare and do before their child continues to primary school. Based on the articles (Öngören, 2021; Lawrence, 2019; Raver, 2002), I can assume that children's feelings matter in the transition process. This can help them navigate what they need and address further challenges in the next level of schooling.

Similar like teachers' role in the context of the learning approach, parents should be concerned with experience and interaction in the learning process. Parent-child interaction may enhance appropriate communication between them. Kaufman et al. (2003) assert that the support system and the quality of communication between parents and child also influence a child's advancement in school.

In the light of school readiness discussion, academic, socio-emotional, and linguistic development are often mentioned indicators. Family education programs have an encouraging effect on children's academic achievement (Puccini, 2018; Valcan et al., 2018), social and emotional development (Bernier et al., 2020), and language development (Nix et al., 2018). Previously, several studies have also shown that the home environment focuses on behaviour to promote preparation that parents at home support (Kang et al., 2024 ; Morrison et al., 1998). In conclusion, parents are responsible for being the primary agents in young children's education.

Unfortunately, parents tend to focus on what children should achieve in school readiness. Wesley et al. (2003) stress that parents have a little understanding of the concept and school readiness expectations. This study also reveals how we should focus on promoting children's readiness and responsibilities among many schools, parents, and the community. Collaboration between parents and teachers can increase a strength-based approach to education (Johnson, 2019). According to Hoffman et al. (2020), a program involving parents positively improves parents/caregiver and teacher relationship quality

and positive views of parents toward school, and it can enhance parents' support in the learning process at home. Additionally, parent engagement and involvement in school readiness help working parents support their children in the education field (Holliday et al., 2014).

2.3 Early childhood education program in Indonesia

2.3.1 The practice of early childhood program in Indonesia

The Indonesian government is devoted to delivering high-quality Early Childhood Education Development (ECED) services to all children. The policy regarding commitment to the Early Childhood Program is established in the document namely National Early Childhood, Primary and Secondary Standard of Education, was established in Government Regulation 07/2022. Early Childhood Education is a type of education designed for young learners (up to six years old) with the goal of stimulating their growth and preparing them for formal schooling (Kemendikbud,2022). Moreover, this document strengthens national policy in promoting early childhood service as the program that yields the country's development.

Moreover, Indonesia has a prominent project with the World Bank and other developments providing new early childhood education services in 6000 poor communities across 50 districts in Indonesia (Hasan et al., 2013). Through participatory planning processes, the program was launched from 2007 to 2012 and involved Early Childhood Education & Development (ECED) programs that established efficient program management, monitoring, and evaluation (Hasan et al., 2013). Furthermore, ECE and development programs are designed in Indonesia to help the government realize its national development vision of a peaceful and democratic society and prepare young children for primary school (Fridani & Agbenyega, 2013). According to Hasan et al. (2013), the ECED project intends to 1) increase integrated ECE service through the community-driven mechanism, 2) develop quality and sustain the program, and 3) establish program management, monitoring and evaluation. Indonesia initially focused on the ECED program to navigate quality in early school programs. These domains are essential for reaching high

educational levels and developing human capital in later life (Sardjunani & Suryadi, 2005, as cited in Fridani, 2014).

ECED services in Indonesia are projected to accommodate children from age under six. The National Education System Act 20 of 2003 outlined formal, non-formal and informal early education services. There are two formal early childhood education types: Raudlatul Athfal (RA)/Islamic Kindergarten and Taman Kanak-Kanak (TK)/kindergarten. playgroup, childcare centre (*Taman Pendidikan Anak*), and other non-formal early childhood education. Any early childhood education offered by a family, community, or both is considered informal (Fridani, 2014). Different early childhood education services are intended to accommodate children of a specific age and parents' needs. Children in kindergartens are usually between the ages of five and six.

Moreover, the nation's ECED services come in various formats and are managed by several ministries. The National Family Planning Board oversees toddler family groups offering parenting education programs. Playgroups (KB) are governed by the Ministry of Education and Culture (MoEC). Depending on whether they are Islamic (RA) or regular (TK), kindergartens are governed by the Ministry of Religious Affairs or the Ministry of Education. This essay(?) [thesis?] will investigate school preparedness practices, focusing on kindergarten students in level B (TK B). Hence, the age already 7 years old, they are expected to enrol in primary education.

The public primary school level is free and compulsory for all children in Indonesia. Unfortunately, kindergarten attendance is not compulsory. Even though there are a variety of early childhood services in Indonesia, Brinkman et al. (2017) reports several challenges, such as inadequate teacher proficiency caused by insufficient training in early childhood education, combined by the prevalence of private sector dominance in the early childhood education. In the context of school readiness, Indonesia is still struggling to classify the standards because of socioeconomic status. The concept of school readiness

also involves individual, family, and community levels. Therefore, Fridani & Abgenyega (2013) also stress family background-mother education level, child health, single-parent status and mental health issues being complex factors to be considered. Furthermore, in the context of socioeconomic factors, particularly in poorer households, reporting poor parenting practices (Brinkman et al., 2017). Hence, the ECED program that supports parents in the parenting program will be considered for tackling the issue.

Following the issue above, the concept of school readiness and transition began in 2023 when the Ministry of Education released the pilot project for new curriculum. Previously, policy and practice according to school readiness were debatable among policymakers, teachers and parents (Fridani & Agbenyega, 2013). Additionally, Fridani & Abyega (2013) stress Indonesia still needs to improve with ECE teachers' competency, the large number of young children to be covered, and limited educational facilities and infrastructure available for them. Therefore, there needs to be more alignment between educational policy and teachers and parents. Fortunately, following the steps promoting school readiness and school transition in the new curriculum expect teachers and parents to have parallel perspectives with the policy.

2.3.2 The policy of school readiness and school transition

Practically, early education program in Indonesia is not necessary for young children. There is no specific policy or program that is tailored to school readiness. Fortunately, Indonesia tries to devoted to support primary education (Pangestuti, 2019). It can be showed briefly in regulation number 17/2017 regarding admission test. All elementary schools accept students on the basis of more than only their performance on the admission exam. Children may enrol the public elementary schools that are nearest to their homes.

Yulindrasari et al., (2023) shed light the challenges in Indonesia, the government remains incapable of comprehending the academic requirements, which has caused

persistent inequities among schools. The problem is exacerbated by inequalities in the school itself; no school nearest to their zone provides quality school. This condition provokes teachers and parents to focus on academics, especially in basic skills called as *Calistung (baca, Tulis, hitung)*, mentioned in the introduction.

In the West setting, school readiness is also a complex concept. Indonesia became concerned about school readiness in 2010 (Yulindrasari et al., 2023). According to Moss (2013), the policy and practice of discourse school readiness are often discussed. Ministry of Education published the concept of school transition that covers how the learning process and practice should be conducted (Anggriani et al., 2022) and how parents respond to school readiness for primary school (Prianto, 2011).

Anggriani et al., (2022) highlight the consideration on how smooth transition journey supposed to be. Ministry of Education tries to eliminate misconception between policy and practice through school transition program. The transition program in primary school should cover moral and religious aspect, socio emotional, cognitive aspect, motoric and self-care, social and language development and understanding on positive learning. In doing so, kindergarten teacher and primary teacher should provide meaningful experience and basic foundation in early years, teacher also should facilitate assessment activities to strengthen positive learning. Additionally, teachers should provide appropriate child development information to help parents (Anggriani et al., 2022). Moreover, the smooth transition may impact the long-term implication of positive educational experience and developmental outcomes (Gonzales & Moreira et al., 2021; O'Toole et al., 2014).

2.4 THEORETICAL FRAMEWORK

This study uses two theoretical framework, firstly bioecological framework from Bronfenbrenner and secondly, using constructivism learning theories. Bioecological framework to seek the investigation of further relationship between teacher-student, teacher parent and the investigating learning environment that appropriate for the learning process.

Furthermore, constructivism theory is using to investigate teacher approach of practice and program regarding school readiness in classroom settings.

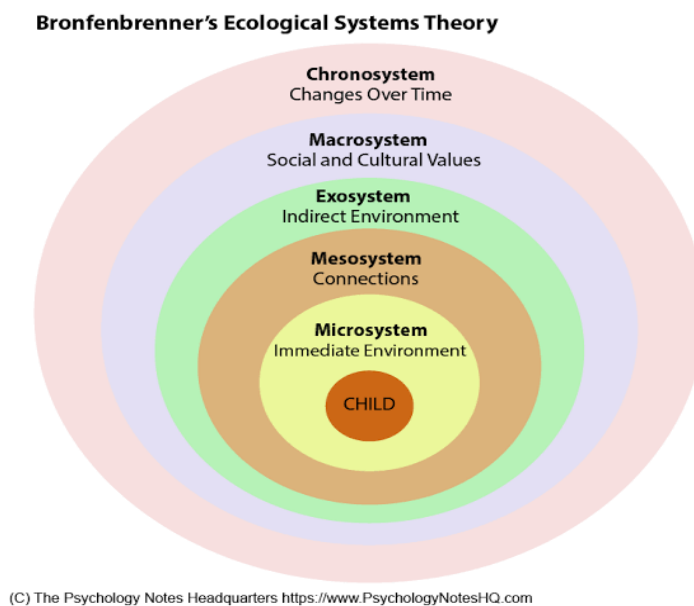
2.4.1 Bioecological Theory

Considering the teacher, parents, and school system and its impact on the children, I propose the Bio-ecological theory of Bronfenbrenner (1998; Bronfenbrenner & Moris, 2006) as a framework for this study. This theory allows me to examine school readiness holistically and comprehensively. Moreover, Cohen and Friedman (2015) affirm that children are part of society; they interact and have experience with adults, which will affect their development. This theory has provided insight into how the environment influences human development. Furthermore, Britto (2012) argues that a child's readiness for school is influenced by the dynamic interplay between the child's cultural experiences and environmental setting. This interaction significantly impacts the child's overall development. Conversely, children are not only determined by their characteristics and specific potential; they could be determined by active interaction with their surroundings (Shelton, 2019).

According to Santrock (2016), ecological theory focuses on the social context in which children live and how the people around them affect their development. This theory introduces five environmental systems: microsystem, mesosystem, exosystem, macrosystem, and chronosystem. Microsystem is the setting which individual considerably time, such as; teachers, family, peers and other. Desmangles (2017) asserts that parents, caregivers, teachers, and other school members possess the ability to have a major influence on children's life and significantly affect their level of preparedness for school. Children are not passive individuals in this context; they also interact with others and construct the microsystem. Mesosystem related to linkages or connection- family-teacher interaction and vice versa occurs in this setting. Moreover, the exosystem is an indirect setting that influences an individual. In the context of children, it consists of school policy, playground,

library, etc. In these settings, children do not play an active role—lastly, the chronosystem involves culture. Socio-historical conditions include the chronosystem. Significantly, children differ in many ways from what their parents and grandparents experienced as children (Schaie & Willis, 2006, as cited in Santrock, 2016).

2.4.2 *Figure of Bronfenbrenner's theory* (PsychologynotesHQ, 2021, What is Bronfenbrenner's ecological systems theory?)



Based on the information in section 2.4.1 and 2.4.2, the Bio-ecological theory includes social support, parental involvement, and environmental influence on individuals. Strategies and actions taken by parents, teachers and principals to improve school readiness contribute to strengthening children's readiness to enter formal schooling (Hatcher et al., 2012, as cited in Fridani,2014). Therefore, the decisions and approaches of both teachers and parents influence children's success in the learning process (Desmangles, 2017). This study investigates teachers, parents, and school leaders to investigate their contribution to children's school readiness. In detail, this study explores more information in the area of microsystem, mesosystem, exosystem. Microsystem, mesosystem and exosystem

consideration emerge because new curriculum in Indonesia initially suggests the parents' involvement in the school transition program (Kemendikbud, 2024). Cultural and historical issue in macrosystem and chronosystem are broad system that will not employ because it is not following the aim of the study.

Additionally, reflecting Bronfenbrenner's bioecological model help us to support children by providing opportunities to explore and develop their curiosity of abilities rather than proposing learning aims and objectives which do not reflect on individual interest (Hayes et al., 2022). Ideally, teacher and parents help the child to construct the world, they are pretending mutually involved. Barbarin et al. (2008) emphasize the significance of comprehending the unique characteristics of each individual and how societal factors impact them while considering school preparation.

Furthermore, a rich learning environment is regarded by Bronfenbrenner's theory as being essential to a child's development. Kernan (2010) specifically states that spatiality, placeness, materiality, and everyday life design are components of a rich learning environment. Facilities and educational materials are also crucial components of the learning stimulus process. However, Hayes et al. (2020) emphasize the significance of relationships and engagement in providing children with meaningful experiences.

2.4.2 Constructivism Learning Theory

Constructivism is an innovative and beneficial educational approach. The constructivist perspective of learning is based on the theories of Dewey (1992), Vygotsky (1962), Piaget (1980), and Brooks & Brooks (1993). The constructivist theory posits that individuals acquire information by actively engaging in the learning process. This educational paradigm enables students to construct their knowledge by drawing upon their prior knowledge and personal experiences, hence facilitating the formation of a cognitive representation (Golder, 2018). Furthermore, Golder (2018) demonstrates the combined

approach of cognitive constructivism with social constructivism that constitutes the constructivist learning theory.

In addition, Golder (2018) asserts that the learning tactics employed in constructivist learning theory include instructional aids, case studies, roleplaying, discussion, inquiry, project-based learning, and scaffolding. According to Brooks & Brooks (1993), interactive items such as raw materials or loose parts are recommended. This practice fosters the children's ability to take initiative and work independently. This construct exerts impact on the new curriculum regulation in Indonesia. Alfaruki (2022) states that *Merdeka Belajar* as new curriculum focuses on promoting student autonomy, adaptability, and independence within the educational setting. It also takes into account the experiential learning that children acquire through their daily experiences.

CHAPTER III

RESEARCH METHODOLOGY

This objective of study to carry out a small-scale study of teachers and parents within early childhood education to explore their understanding and conceptualization of school readiness and the practice of school readiness preparation in the school setting. I used qualitative study because it may provide *comprehensive* information through in depth exploration of teacher, principal and parents understanding, practices and experience in the context of school readiness in early childhood education, specifically in Indonesia. Then, this study will be formulated three research question to be explored. (1) How do teachers and parents conceptualize school readiness? (2) How do teachers and parents practice the preparation for school readiness? (3) How do teachers and schools provide rich learning environment regarding school readiness?

3.1 Research Approach

This study utilized a qualitative methodological framework. The qualitative methodology aims to explore the perspective of participants' personal experiences and delve into in-depth information on how teachers, parents, and school management understand the concept of school readiness. Moreover, it enables an in-depth and in-context understanding of how things work, why, and how others see them (Gay et al., 2012). Specifically, this study uses a case study as a research design. In detail, the design of a qualitative case study is taken where the researcher conducts an in-depth analysis of a specific and particular case. According to Miles and Huberman (1994), a case study investigates a phenomenon that occurs in a specific context, such as the particular context of a public kindergarten school. Moreover, this study will detail the case's complexity and behavior (Stake,2005). In this study, the highlight of the case is the perspective and

experience of teachers, parents, and schools regarding school readiness, the teachers, and school program to establish rich learning environment school readiness program.

3.2 Research Design:

This study uses case study research design to explore teacher, parent, and school perspectives and understanding of school readiness. The complexities of school readiness are multidimensional aspects that intertwine with the element aspects of culture and socioeconomic. Hence, case study research design is needed to illustrate school readiness in Indonesia.

Table 3.2

Table of Research Design

No	Design	Description
1	Types of Research	Qualitative- Case Study
2	Research Focus	Investigating the practice of school readiness in early childhood education programs specifically investigates teachers' and parents' perspectives and practices
3	Participants	Purposive Sampling Technique
4	Data collection technique	survey, interviews, focus group discussions, and observations.
5	Data Analysis Techniques	The process of data analysis is based on thematic analysis.

3.3 Research Context

This study will be taken in TK Pertiwi (pseudonym) as a case. The school is located in one of the big cities of an urban area in Banten Province, Indonesia, located in western part of Java Island. I choose TK Pertiwi because this is a kindergarten that owned by the government or a public school. I am considering public school as the field of research because I intend to get deeper information to elaborate on policy from the Ministry of Education, which *is* usually follow by public schools. Moreover, kindergarten schools have inclusive environments regarding ethnicity and socioeconomic background.

3.4 Participants

This study invited 5 teachers in the TK B class, there were one principal, and six parents in the same kindergarten. This study aims to get "quality of data, the scope of the study, the nature of the topic and the amount of information obtained from each participant" (Morse, 2000, p.1). Using a set of data collection such as; questionnaire, FGD, interview and observation to allow the researcher to elaborate on the complexities of the case and discover more information.

Participants selected based on specific criteria. The criteria of participants for teachers are: 1) participants had been a kindergarten teacher for at least two years; 2) the teacher participants come from TK B. TK B is the second year of kindergarten, the majority of the activities are meant to get students ready for primary school (grades 5–6). It is not mandatory for children to enroll in two-year kindergarten programs; they can enroll directly in TK B without first enrolling in TK A (the first year of kindergarten). Moreover, the criteria of participants for parents are: 1) Parents come from TK B who active participated in school program (teacher's recommendation); 2) Participated as parents' community. Active parents as participants intend to give more information regarding school programme through their experiences. Lastly, 2 schools' management in the kindergarten being studied. Purposive sampling is employed when researcher want to select sample represents a broad

of group of cases as closely as possible, hence, the consideration of who have experience and knowledge of the topic. Table 3.4 displays the demography of participants in this study.

Table 3.4

Demography of Teacher's Participants

Name	Teaching Experiences (in years)	Responsibilities
Mrs. Ely	32	Pricincipal
Mrs. Lily	28	TK B 1
Mrs. Yanti	26	TK B 1
Mrs. Cica	15	TK B 2
Mrs. Nunu	30	TK B 2
Mrs. Pegi	26	TK B 3

Table 3.4

Demography of Parent's Participants

Name	Age	Education	Children's age (in years)
Mrs. Fasya	33	Bachelor degree	7
Mrs. Fara	41	Senior High School	7
Mrs. Abi	43	Senior High School	6
Mrs. Kiel	40	Senior High School	6

Mrs. Mais	37	Senior High School	7
Mrs. Rizki	37	Senior High School	7

3.5 Ethical Considerations

The purpose of this sub-section is to provide an overview of the ethical factors that have been used in this study. First of all, secrecy is one of the primary ethical issues discussed. Pseudonyms are used to shield participant identities and privacy during the research process, as well as to identify the research site, in order to assure confidentiality. Secondly, prior to the survey sessions, participants' written consent has been gained; in the case of parent participation, consent was requested through teachers' permission. It is necessary to ensure that participants were aware of their rights and their roles as informants and that they would fill the permission to participate. Indeed, this information was also delivered to participants before data collection was conducted. Third, the research instruments utilized in this study were checked by supervisors to ensure that they do not harm any of the participants. Furthermore, it is also important to address positionality as a researcher besides the worldview stance and theoretical approach applied in this study. Finally, it is important to acknowledge the subjectivity matter in this research through critical reflection.

The variety of data collection methods have allowed the researcher to triangulate the data which helps in being reflective in answering the research questions. Furthermore, during data collection, I discussed my personal understanding with the participants before proceeding to the following discussion. This allows for clarity and awareness of different interpretations between the researcher and the participants (teacher, parents and principal).

3.6 Method of Data Collection

In order to reach the ways data will be collected, it is necessary to first identify the types of data that help to answer the research questions (Creswell, 2012). In this light, this study seeks to find data on teacher, parents, and school perspective, practice of school readiness in kindergarten settings, and delve the information on program that concern on positive environment for students. Thus, this study used the several data collection such as survey, interviews, observation, and focus group discussion. This variety of methods allows for data triangulation, and they are elaborated further in the following discussion.

Table 3.7

I used all the data sources as the primary data. However, I did not use a questionnaire in the last research question because the questionnaire helps me to give initial information according to teacher and parent perspectives and practices according to school readiness. The lists of data collecting are as follows:

Types of data collection

Research Questions	Data Collection	Participants
1. How do teachers and parents conceptualize school readiness? (RQ1)	Questionnaire, FGD, semi-structured interview	Principal, teachers and parents
2. How do teachers and parents practice the preparation for school readiness? (RQ 2)	Questionnaire, FGD, semi-structured interview, observation	Principal, teachers and parents
3. How do teachers and schools provide rich learning environment	FGD, semi-structured interview, observation	Principal and teachers

regarding school

readiness?

(RQ 3)

3.7.1 Questionnaire/ Survey

Having a survey intends to help the researcher to have prior knowledge of participants' views or perspectives. According to Creswell & Gueterman (2019), in the qualitative research open ended question is the best approach to involved participants sounding their best experiences following the topic. Roopa et al. (2012) asserts open ended question in the form of questions allowing respondent to answer with their own words-eliminating being constrained by fixed answer. Before going through a real survey, I have a pilot survey to check the appropriate question. Conversely, the formulation and wording for the questionnaire should be easy to understand, simple, convey one thought at a time, and avoid ambiguous and dangerous words (Roopa et al., 2012). Initial information from the survey would help the researcher develop questions in semi-structured interviews with participants. This valuable information helps the researcher to engage and enrich the data.

3.7.2 Focus Group Discussion

Focus group discussion is frequently used in the qualitative approaches; this is intended to gain an in-depth understanding of the issue in the group settings. According to Nyumba et al. (2017), FGD aims to obtain data from the selective group. Different from individual interviews, FGD intends to delve into understanding from the group perspective. Additionally, other participants can enrich the data through their personal experiences or observations of the selected group. In this study, teachers, parents, and principal participants have different interview times, and conducted separately.

Prior having FGD with teacher, I have interviewed with parents on May 27th followed additional interview to clarify and discuss several findings on May 28th. It took

around 50-60 minutes before school hour. On the other hand, in collecting data through FGD with teachers, it took place on May 29th followed additional interview to clarify and discuss the further several findings on June 3rd, 2023. I took around 60-70 minutes after school hours to discuss further regarding their perspectives, practices and experiences regarding school readiness. During the FGD, an audio recorder was used to record the conversation with teacher's permission. In terms of location, the FGD took place in classroom B as the hugest room in the school.

3.7.3 Semi-structured Interviews

Interviews in a qualitative study collect data by asking participants open-ended questions, recording their answers, and transcribing them into written text (Creswell, 2012). The rationale behind using this method is to collect information on the perspectives on school readiness that cannot be done through document analysis and observation. Semi-structured interviews were conducted to keep the focus on the research topic while being flexible toward participants' perspectives, which allows for nuanced understanding.

In collecting data through interview with principal, it took place around May 22nd followed additional interview to clarify and discuss the further several findings on June 3rd, 2023. I took around 45 minutes after school hours to discuss further regarding principal perspectives, practices and experiences. This data provided to complete the whole discussion with teacher. I interviewed principal prior teacher because I want to get initial understanding on the data being explored. Finally, I interviewed teacher on 28th May and the following time after the observation time.

3.7.4 Observations

Observation is a form of data collection that records information in the research site and studies participants' behaviours by observing or paying attention to people and places (Creswell, 2012). Specifically, the data collection will pay attention to the

environment and detailed approach in the school and classroom. Furthermore, Creswell & Guetterman (2019) also suggest paying attention to visual and good listening skills. In this study, I observed classroom conditions, teacher gestures and approaches, school facilities, interaction and the relationship between teacher and students, teacher and parents, and school with students with the field notes. Detailed information is gathered in the appendix. In the observation process, recorded some activities, took some pictures and take field notes as personal reflections and something to be highlighted.

The duration time for observation is Monday to Friday, it took places together with interview and FGD session, 5 days of observation, on May 27th until May 31st, 2024. Additionally, observation time started from 07.00-11.00. This observation aims to answer the research questions number 2 and 3, it focused on practice and teacher's program to develop rich learning environment school readiness. Not only focuses in the practice and implementation, but also teacher-parent relationship, teacher-students interaction and relationship, considering observed the room, facilities and learning material. Finally, it is important to note that during observation, I also had informal discussion with some students, some parents and teachers as additional information which was enrich my understanding.

3.8 Methods of Data Analysis

Prior to data analysis, the gathered information was arranged and recorded in textual formats, based on which the choice to conduct analysis will be made (Creswell, 2012). Initially, the researcher transcribed the participant interviews, in contrast to documents and observation data, which were already in the text by the time data collection was completed. The researcher then translated the data from Indonesian to English because all the information was gathered in that language. The data analysis method used in this study is manual thematic analysis. In order to feel directly involved with the data and use the researcher's prior experience, a manual analysis will be carried out. The researcher must

read, annotate, and split the data into sections using color coding to do this type of manual analysis (Creswell, 2012). Specifically, the method entails a methodical procedure of coding and categorizing data and permits the identification of themes and patterns that arise from the data (Braun & Clarke. et al., 2017). Furthermore, it entails getting to know the data set, seeing trends, methodically coding them, determining themes, and crafting the story (Braun & Clarke et al., 2017). It begins with familiarizing oneself with the data by reading the documents, transcripts, and observational field notes. The researcher initially gives color codes based on frequently data arises. Ultimately, these codes were categorized into themes, namely. Finally, these codes were grouped into themes, specifically by referring to the research questions to present them in the discussion section.

3.9 Trustworthiness

It is unique when a researcher aims to understand the process-based, storied, and narrative from the participants, as qualitative research primarily focuses on their experiences. Furthermore, according to Stahl and King (2020), reading reports on qualitative research can be a very varied experience because different writers will draw different conclusions from the same data. As a result, in order to control and monitor the value of the researcher, qualitative research requires the value and passion of the researcher (Stahl & King, 2020). I used certain factors of trustworthiness in accordance with Creswell's (2013) guidelines. I use the trustworthiness based on Creswell (2013) in order to preserve credibility and trustworthiness.

To uphold credibility and reliability, I utilize the trustworthiness concept developed by Creswell (2013). Firstly, I used data triangulation; on this occasion, I used multiple data collection methods such as questionnaires, FGDs, individual interviews, and observation in the classroom settings. Secondly, member checking: on this occasion, I confirmed my understanding and wrote a personal reflection to the participants to avoid the

misunderstanding from the data collection. Lastly, brief discussion also employs the elaboration in the context and time to guide the reader's understanding.

Chapter IV

Result and Discussion

This chapter elaborates on the research findings that answer research questions. The objectives of this study were to explore kindergarten teachers' and parents' conceptualization and practice regarding school readiness. The following objectives are (a) exploring teacher and parent's perspective on school readiness; (b) investigating the practice of teachers and parents on school readiness; (c) investigating teacher and school practices and programs to provide rich learning environment regarding school readiness for students in the school setting. A detailed theme emerges following each research question will be displayed as follows;

4.1. Teacher's and Parent's conceptualization

Regarding the focus group discussion data, the following conceptualization of school readiness was identified: the maturation view, the bioecological view, and the child's ability in the competency of socio-emotional skills, such as independence, the ability to adapt and interact with school members and responsible manners. The following section provides detailed information on how principals, teachers, and parents conceptualize school readiness. All the data emerged based on thematic analysis.

The principal and teacher conceptualization of school readiness is as follows:

Maturationist View.

The principal and all teacher participants frequently mentioned perspectives of the maturationist view during the discussion and in the questionnaire. This idea follows government regulation and collective teachers' experience. The maturationist view determines the appropriate age and ability of the child to be mature enough following their age, typically seven years old.

Principal's statement:

"School readiness is a matter of age first; he must be 7 years old to enter elementary school". (Ely, principal, interview, May 22, 2024)

Some teachers echoed a similar idea.

"The main thing about children's school readiness is that they age are sufficient." (Pegi, teacher, interview, May 28, 2024)

"Sufficient age can be seen in terms of independence and social, cognitive and language skills. So, they should enter primary school in 7 years old." (Yanti, teacher, FGD, May 29, 2024)

In this instance, all teachers espouse similar perspectives. They argue that sufficient age (7 years old) can be effective for children and teachers. They posit that it is possible to have a 6-year-old student in primary one (1); this six-year-old child should also have an appropriate environment to support their learning process. However, additional information regarding the age determination is provided by Mrs. Ely (principal), Mrs. Lily, and Mrs. Pegi, who add information regarding the age determination. They believe that age is not the main determining factor; rather, it should be considered in conjunction with other factors such as how they interact with the environment, being independent, and having desire in the learning process.

Mrs. Nunu and Mrs. Yanti argue that they prefer a sufficient age of seven to six because they believe children have more time to develop their curiosity through play. They assume that children who enter primary school at age five or six can become bored with learning.

"Usually if schooled quickly, they will get bored of learning too, because 6 years old should be playing more than learning". (Nunu, teacher, FGD, May 29, 2024)

Additionally, Mrs. Yanti adds why the child should be seven years old in primary one.

"Basically, if they already seven years old, we are satisfied and convinced enough. In primary school, they will have more challenges with various students and teacher. Nowadays, we knew that bullying is happened in some school. We want them to be adapt well, can bring their own self (not rely on parents or teacher), having self-defence and interact well with new environment." (Yanti, teacher, FGD, May 29, 2024)

In the light of the discussion, the objective is to facilitate whole skills development in children such as; motoric/physical ability, cognitive, socio emotional competence, approach to learning and religiosity or moral value. They are convinced that age can help them follow primary school expectations regarding all developmental aspects. This encompasses moral, cognitive, motoric, socio-emotional, language development and approach to learning (Pangestuti,2018; Janus, 2007). Secondly, teachers assume that maturity can help them adapt and interact well with school members. Lastly, the age below seven is the time for exploring the world through play. In doing so, children should explore more rather than study in elementary school.

Parent's perspective. During the parent's interview, they explicitly mentioned age as a determining factor **too**. Teachers convince that seven years is mature enough to enrol elementary school. In contrast, Mrs. Mais mentioned that a child of 6 years old is mature enough to enter elementary school. Mrs. Abi also has 6 (six) year old child who will join elementary school this year. However, she acknowledged she was still confused about his child's ability.

"He is just 6 years old and I think he is immature to join elementary school. However, now the policy has been changed, right? The children can join elementary school in 6 years old. So, I am attempting to trust my child." (Abi, parents, FGD, May 27,2024)

The discussion revealed that children under seven years old would be permitted to attend elementary school. However, this policy shifted from the previous year. Previously, the Ministry of Education suggested that children in the first grade of elementary school should be seven years old. This policy affects parental behaviour.

I endeavour to obtain information on the possibilities of environmental support for children under seven years old's readiness for school; they assume that it might be possible. However, Mrs. Fara expressed concern about her child's well-being, and she chose to ask about her child's readiness to enter elementary school.

Finally, different ideas of age determination are explicitly mentioned in the discussion. Teachers mostly prefer to be seven years old, although the Ministry of Education has been changing the regulation to be six years old. On the other hand, parents are convinced that six years old is enough to enrol in elementary school because of the new regulation. On this occasion, there should be a firm policy regarding age determination in grade 1 elementary school.

Socio-emotional Competence

Socioemotional competency is often discussed following discussions on age determination by teachers and parents. Although they do not specifically discuss socio-emotional skills. They were mentioning the indicator of socio emotional competence such as independence and interact well with the environment and good in adaptation.

a. Independence

Independence is frequently mentioned regarding school readiness. This is because school programs emphasize nurturing independent characters to prepare for school readiness. Firstly, the principal mentioned in an individual interview that she highlights character education. Moreover, independence should be the main focus of helping students prepare for elementary school.

“Then the second is the character needed at that age, so it's not just reading and writing. But independent character to be ready to enter elementary school.”

This statement was also supported by other teachers in the different focus group discussions and explained in the questionnaire form; Mrs. Lily and Mrs. Yanti said,

“For me, independence is the main thing. Children who can be independent can solve their own problems and can adapt to the environment.” (Yanti, teacher, FGD, May 29, 2024)

“I do agree, main thing is independence, to help themselves, for example like toilet training” (Lily, teacher, FGD, May 29, 2024)

“School-ready children must be independent (not accompanied by parents or baby sitters) and have the ability to help themselves, can solve problem, responsible with their belongings.” (Yanti, teacher, FGD, May 29, 2024)

Parents also have similar idea regarding independency as influential aspect in school readiness. Mrs. Mias explains strong reason why independence aspect is crucial in school readiness.

“There is a case where the child is not ready to read and write and the child is independent and has good emotional skills. I am sure he can follow (elementary school program).” (Mais, parents, FGD, May 27, 2024)

In the light of the discussion, they put more consideration on nurturing independence. Teachers expect students to help themselves, be able to solve their problems, and be responsible with their activities and belonging. Moreover, parents expect independence as the fundamental aspect of how their children can follow school programs, including academic and non-academic activities.

Contrary, I delve more understanding on how principal see the connection between independence character and socio emotional competence. The principal explain that independence character and socio emotional things is not associated. She assumes that

independence character can be nurturing as habituation. Hence, she argues that students who have inability to control the emotion might be independence in daily activities. On the other hands, teachers argues that independence character associated and part of socio emotional skill. I elaborated with previous study, Pangestuti et al., (2018) and Janus et al., (2007) explicitly mention the indicator of independence character as part of socio-emotional competence.

b. Interact well with the environment and good in adaptation.

Interacting well with the school members and environment and being good in adaptability are teachers' and parents' expectations regarding school readiness. These statements are often mentioned after independence words by Mrs. Lily and Mrs. Nunu, as teachers really emphasize how children can survive in primary school. In order to survive at the next level, they should be able to interact with friends and teachers and be adaptable.

"Personally, we worry with how they can survive in the elementary school, with greater number teacher, greater number of students in the classroom. So, they need to be adapted well with the environment and interact well with their friends and teacher." (Yanti, teacher, FGD, May 29, 2024)

Additionally, Mrs. Yanti convinces them that if they have good morals and ethics, they will be liked by their friends, which will help them socialize well with other friends.

"The point is to have two morals first and be able to socialize well. If his ethics are good, then he will be liked by his friends". (Yanti, teacher, FGD, May 29, 2024)

Mrs. Yanti also affirms that positive interaction will build positive development in other areas.

"If he plays and interacts well, other things will be honed, such as language, because he is used to interacting with friends, and cognitive skills, too." (Yanti, teacher, FGD, May 29, 2024)

Echoing similar issues, parents also affirm that good adaptability is the essence of school readiness. Unfortunately, none of the parents mention interaction. Mrs. Mais briefly mentioned how she is concerned about how students can be respected by other friends and teachers. Respect for friends and teachers can help them adapt well in elementary school.

"I nurture child to have positive manners towards parents, towards teachers, respect for friends." (Mais, parents, FGD, May 27,2024)

"Respect with friends and teacher help my child to adapt well in the school environment." (Mais, parents, FGD, May 27,2024)

Responding to the context of good socialization, Mrs. Mais also adds information on the essence of emotional regulation and how a child can be socialized with other friends.

"We hope they can handle their willingness to cry and able to getting along with friends. We hope they can handle their emotion and able to socialize with their friends." (Mais, parents, FGD, May 27,2024)

Conversely, socio-emotional competence is also valuable in preparing children for school. Both educators and parents did not specify socio-emotional terms. Whereas, independence, good interaction, and the ability to get along with friends are included in socio-emotional competence. Additionally, Mrs. Nunu and Mrs.Lily still mentions the essential moral and religious value as the foundation in social behaviour.

According to Kaufman (2004), self-regulation is crucial to school readiness. The study argues that regulatory skill is the foundation of many behaviors in school settings. Mainly, children able to attend school, show appropriate social responses, and engage with the learning process, which will impact academic goals. Additionally, independence is also an indicator of socio-emotional aspects (Pangestuti, 2018). However, independence skill is the process of children able to adjust and regulate themselves. The value of independence should be encouraged at a young age (Weisz & Sigman,1993 as cited in Klein et al., 2002).

In order to meet teachers and parents' expectations, teachers and parents should motivate and accompany the child to achieve these necessary skills.

Holistic Readiness.

In this section, I put more statements from teacher perspectives on how holistic readiness from teachers, parents and government should work simultaneously in the context of school readiness. I explored parents on broader concept of school readiness, including teacher communication and regulation both of school and national regulation. Additionally, they satisfied with the journey as a parent in this public kindergarten school. They argue *that they* get appropriate school facilities from public kindergarten with affordable tuition pay. Since many kindergartens school with similar facilities put higher tuition fee. Holistic readiness involves supportive teacher and parents to help students in school readiness, sustainable relationship to focus on the objectives of child development and support from government to help teacher understand the comprehensive school readiness and transition program in elementary school.

a. Supportive teachers and parents.

Teachers argue that one valuable factor that needs to be emphasized in school readiness is supportive teachers and parents in the learning process. As a teacher, Mrs. Cica confirms that she really considers her preparation, especially her well-being.

"Nowadays, I know that teacher can be overwhelmed with parent's expectation and complex administration in Curriculum Merdeka. So, I should prepare myself to be well-being and ready for many challenges." (Cica, teacher, interview, May 28, 2024)

Mrs. Pegi also adds information on how she respects child readiness.

"I know that child is always ready, it is depended on us. We are adult, we should help them in appropriate way." (Pegi, teacher, interview, May 28, 2024)

Mrs. Cica and Mrs. Pegi affirm that they must first be ready to support the children. On this occasion, they also expected the parents to do the same thing as they did in the classroom: Provide appropriate help for the children, and let them see school as a comfortable place.

Mrs. Pegi said,

"Please trust child and the teachers. Do not overprotective and let us enjoy the moment as teacher and student." (Pegi, teacher, interview, May 28, 2024)

"We know that sometimes they put a lot of effort and worry with their child in the class, let the child embrace their new environment." (Pegi, teacher, interview, May 28, 2024)

The discussion will elucidate the interdependence of supportive teachers and parents in preparing children for school. Both teachers and parents should be prepared to assist children in their academic development. Mrs. Cica and Mrs. Pegi emphasize the importance of a cooperative relationship between teachers and parents, which they believe is essential for children to understand what they should achieve at their age. A similar approach and understanding facilitate the achievement of better understanding.

b. Need more support from government.

In order to gain further insight into the matter of school readiness, Mrs. Cica, Mrs. Pegi, and Mrs. Yanti have stated that there is no specific regulation on school readiness programs, either at the level of school regulations or at the national level. This assertion is made in Chapter 2, where it is noted that Indonesia has not yet established a specific program on school readiness. The regulation is based on the age recommendation for elementary students. The previous curriculum, specifically the 2013 curriculum, included readiness centres. The classroom activities facilitate the implementation of literacy and numeracy programs prior to the children's entry into elementary school. The recently implemented Merdeka curriculum provides an adjustable learning process that is aligned

with the learning process, rather than being limited to activities conducted in a specific centre classroom. The objective of this study is to identify the curriculum that provides the most effective approach to school readiness. Some teachers concur that no single curriculum is optimal; each has its own distinctive characteristics. Furthermore, they continue to combine both curricula in an attempt to achieve more favourable outcomes. The Merdeka curriculum represents a novel approach for teachers.

Mrs. Pegi and Mrs. Cica emphasize the differentiation between the 2013 and Merdeka curricula.

"In Merdeka curriculum we use loose part rather than finished. So, we need more specific learning media." (Pegi, teacher, interview, May 28, 2024)

"We also need more space to stimulate children exploration, since Merdeka also highlight on project and team-work." (Cica, teacher, interview, May 28, 2024)

Additionally, both Mrs. Pegi and Mrs. Cica express their disappointment with the government's inability to prepare teachers for their needs, especially in learning media.

"The academic year have been started, but the learning media was not ready to use. If this condition happened, we bought the learning media by ourselves." (Pegi, teacher, interview, May 28, 2024)

"Yes, the challenges also the learning media was insufficient to use. It is not colourful, yet it is not appropriate for kids. Simply, it was not interesting." (Cica, teacher, interview, May 28, 2024)

It is asserted that the local government needs to prepare to provide the necessary support for school readiness. In contrast, the early years of formal education—particularly the kindergarten phase—play a pivotal role in fostering a child's readiness for school. This readiness can be enhanced through more effective learning approaches. During the discussion, it became evident that teachers were emotionally invested in the idea of

receiving support from the government. Furthermore, the discussion encompassed transition policies in elementary school for grade one.

In the previous interview with the principal, the principal argued that she did not get specific information regarding school transition. Echoing a similar statement, Mrs. Cica also shows her confusion within this statement.

“There is no regulation from the government itself, as for now the regulation is about the transition period itself from PAUD to SD. We are informed, but about what kind of program then we have to do what in this program, then what are the details. There has been no information at all, only about regulations, not explained.” (Cica, teacher, FGD, June 03, 2024)

“We knew about the transition policy from kindergarten to elementary school. Until now, we were confused about what kind of transition we were talking about. What I have in mind is that transition is the moment when kindergarteners are introduced to a new environment that will be a new place for them”. (Cica, teacher, FGD, June 03, 2024)

Conversely, the support provided by the government can take the form of both tangible resources and intangible assistance, such as socialization or training that can enhance the understanding of teachers. It would be optimal to prioritize elementary teachers as the focus of transition regulation, particularly those who are responsible for grades one and two. Although this paper has focused on kindergarten public school, it is also essential to consider the role of kindergarten teachers in the transition to school. Consequently, kindergarten teachers can identify the needs and expectations of elementary school as a partner in the development of young children in the field of education.

Teacher and Parents Interaction. In preparing children for school, teachers and parents should work together to develop the child's readiness for primary school. All teachers and parents have similar perspectives on how they should work together to help develop a

child's school readiness. From the teacher's perspective, they expect parents to put more play rather than drilling. Here is the teacher's statement regarding their expectations;

"Honestly, we are not happy if parents put more learning activities on calistung (read, write and count)". (Pegi, teacher, interview, May 28, 2024)

" Yes, we need their help to stimulate in cognitive area through playing together. We do not want if they push their child to study based on calistung only." (Pegi, teacher, interview, May 28, 2024)

In line with teachers' perspectives, parents also confirmed that in socialization, the principal and teachers clearly explain that parents are expected to help their children with independence and creativity.

"Actually, in the first meeting of school. The school has been mentioned in terms of yearly programs. They also ask us to help develop in the specific area of independence and creativity." (Fira, parents, FGD, May 27,2024)

Mama Abi adds the information,

"Yes, they also mentioned that we need to give them more time to play, and explore. Instead of focusing only on reading, writing and counting area." (Abi, parents, FGD, May 27,2024)

Through these findings, both of teachers and parents are connected. They are work together to provides similar objectives, however, parents still allow to choose what best for their approach. During my observation, I saw parents come to teachers and asking for many considerations for her child to enter elementary level. Teacher also welcomed with parents need and consideration. Parents-teacher interaction identify as nested system, namely mesosystem in Bronfenbrenner theory. According to Hayes et al., (2020), mesosystem works as the bridge to accommodate communication between home learning and school context.

4.1.1 Summary of the Research Question 1

All the participants put age as the primary consideration in school readiness concept. Although teachers view on age prefer at seven years old, on the other hands parents prefer six years old. This maturationist view underscore as biological and maturity and cognitive development aspect. In contrast, Bronfenbrenner theory focuses on how the environment influencing child through proximal process with interaction and immediate environment (Hayes et al., 2020).

However, maturationist view is not the only final finding, it is followed by bioecological view and whole development aspect as required skills in the grade one elementary school. Teachers and parents see maturationist view following regulation in elementary school in Indonesia. Furthermore, some teachers conceptualize maturationist view because holistic readiness is not yet provided well in Indonesia. Moreover, socio-emotional competence especially independence and good in adaptation also being consideration. However, several teachers and parents still put moral and religious value as the expected skill in the context of school readiness.

Finally, holistic school readiness regarding teacher, parents, kindergarten and elementary teacher, and government also highlighted in the findings. This finding navigates teacher need in the school readiness. Additionally, teachers initially understand the teachers also need an elementary teacher's view of the school readiness concept. This aims to help kindergarten teacher to understand the expectation in elementary level. In this discussion, teachers argue that they expect elementary teachers to provide appropriate learning process. Unfortunately, kindergarten teacher assumes that classroom size and inappropriate curriculum and learning strategy still happened in elementary school. In sum, teachers meeting between kindergarten teacher and elementary teacher are needed to find the best approach for school readiness and the policy of transition in early elementary school.

RQ 2: How do teachers and parents practice the preparation for school readiness?

4. 2 The practice and preparation

There are 3 themes emerged regarding the practice and preparation based on the data; played based learning approach, developing whole development aspect and challenges of teachers and parents during the practice of school readiness.

Play Based Learning and Naturalist Approach

Play-based learning works as the main foundation in early childhood education. I explore on how the teacher practicing of school in readiness, especially in developing whole development at young age. All the teacher argues that play based learning is the method that they acquire in a classroom setting. This consideration also following the instruction from Ministry of Education. Hence, they put extra concern on play-based learning. Mrs. Nunu, Mrs. Pegi and Mrs. Cica affirms with similar words.

"It's important to remember that in this phase, the focus is on playing while learning, so play more. The important thing is to foster their sense of sensitivity and desire to learn. So, it is in accordance with the child's nature". (Nunu, teacher, FGD, June 03, 2024)

"We don't force them to learn, in this kindergarten phase children should play while learning." (Pegi, teacher, interview, May 28, 2024)

"What we know in kindergarten is playing while learning, but when in elementary school the demands can be different." (Cica, teacher, interview, May 28, 2024)

In order to encourage the child's curiosity in learning, the teacher provides flashcards, games, and various materials. Moreover, they try to approach literacy development through playing. This statement is as follows,

“Because actually at the kindergarten stage it is not mandatory to read, the main thing is to recognize letters first, not to read. The learning method must also play.” (Nunu, teacher, FGD, June 03, 2024)

“Yes, while playing letter cards and games too” (Lily, teacher, FGD, June 03, 2024)

Parents also convinced that play is beneficial for their kids, they allow their kids to play alone with the toys or play outside with their bicycle. As a noted, they give a specific time for children to play. Most of children play outside in the afternoon. Unfortunately, they seem confused about the concept of play while learning or vice versa. They support student's learning process with study using pencil and book. In this occasion, they acknowledge not put much push and pressure.

“Then indeed here we are asked not to put too much pressure on children in learning.”
(Kiel, parents, FGD, May 27,2024)

“I do what they want, I don't force them so that they are not traumatized in the learning process.” (Abi, parents, FGD, May 27,2024)

“Even so, we still do read and writing stimulus at home. Yes, I use reading books” (Fasya, parents, FGD, May 27,2024)

They are convinced that parents are also not allowed to push their children to follow the principal advice. However, parents have been informed enough on the benefits of playing, even though they should get information on how they can stimulate the learning process by playing or engaging in fun activities. Mrs. Mais also argues that she might not be able to stimulate the fun learning process.

“I actually know that they can already be taught many things, it's just that my personal limitations in stimulating a fun learning process are still lacking” (Mais, parents, FGD, May 27,2024)

Please respond to this issue. Parents should intend to prepare similar play activities at home using simple equipment. They can play with their kids to give them space to be satisfied with learning activities. Chapter 2 (see 2.2.2) mentions that Needham et al. (2020) emphasize more play in the learning process. Moreover, play can be very beneficial for children; it is giving child space to play alone, play with peers, and play with adults. This approach helps children learn in school, at home, and beyond.

Moreover, teachers also put more practice in the naturalist approach. Mrs. Lily, Mrs. Yanti, and Mrs. Nunu excitedly shared their additional activities, such as inviting children to garden in the nearest school area. Interestingly, teachers can break the limitation by conducting outdoor activities. One of the teacher challenges is limited school space; through this barrier, teachers put more effort into conducting meaningful and valuable experiences in the learning process. Mrs. Lily and Mrs. Yanti provided detailed information as follows:

"I prefer it when children play in nature, actually." (Lily, teacher, FGD, May 29, 2024)

"We still try to get them to play in nature, ma'am. We have done gardening activities."

(Lily, teacher, FGD, May 29, 2024)

"Yes, so we asked the principal to rent a garden in this neighbourhood. There happened to be

a cassava garden owned by a resident. Finally, the principal allowed it, and the children had the opportunity to learn from nature." (Yanti, teacher, FGD, May 29, 2024)

Mrs. Lily affirms that the children were pleased and excited. The teachers were also satisfied with their approach to the learning process. As mentioned above, teachers also prefer to use loose parts as the learning media. It can stimulate children's creativity and develop motor skills. Teacher's initiatives aim to develop children understanding regarding their neighbourhood. This effort aligned with microsystem in Bronfenbrenner's' theory. Microsystem is the place of children learning from the environment (Santrock,2016).

Developing whole development aspect

Both teachers and parents try to develop whole development aspect to help students achieve maturity in motor, cognitive, socio-emotional, language and approach to learning. Firstly, I show on how teachers encourage learning various activities to achieve whole development in school readiness context. During the learning process, children engage with different activities that are designed to accommodate different areas of development; physical, language & cognitive, social and emotional areas, Mrs. Lily mentions that teachers follow a daily program that they plan previously. Since, Merdeka curriculum allow teachers to adjust the learning process according to students' emotional and moral/religious value), identity (including physical/motor and approach to learning), numeracy, literacy and STEAM (including cognitive and language). The classification of the program is intended to help teachers classify student progress. Teachers recognize that the plan follows the suggestions of the Ministry of Education. A number of activities in the classroom include free play, games, singing a song, basic mathematics, introduction to reading and writing, creative arts, as well as group activities where learners have the opportunity to interact with each other. All programs are designed to meet the educational needs of young learners. This program is similar for five (5) teacher participants, and they have the same schedule from Monday to Friday.

Mrs. Lily argues that in the practice of school readiness, she confirms to put concern on all the whole development program. I checked her daily activities program thoroughly; I can see that the teacher put all whole development aspect as the daily activities. In addition, Mrs. Cica adds information that the daily learning plan could be conditional. In the first three months, most teachers put more practice on approach to learning, moral and socio-emotional approach. This is part of habituation to maintain students' habit in class. Detailed approach in classroom setting is explained in the following paragraph.

a. Cognitive & Language Development.

This aspect often appears as the most crucial aspect in practice. Developing cognitive and language aspects through literacy, numeracy, and STEAM. This program also includes arts and culture. They introduce literacy and numeracy, singing, storytelling, drawing the object, and role play in this aspect. On this occasion, they acknowledge more activities that can satisfy children with the learning process.

They argue not to push children specifically in literacy and numeracy aspect. They focus on the whole cognitive aspect, not specify in literacy and numeracy. I observed on how Mrs. Cica use inquiries through the song in developing numeracy; the students are happy to sing together and use their hand to count. In literacy time, Mrs. Yanti used rhyme in introducing word by word. In addition, she used to give picture and let the students make their own story to develop language development. Every Wednesday, school also invited painting and drawing teacher to develop student's understanding on drawing techniques, variety of color grading and understanding the detail object. I saw how children happily draw clown as an object with a variety of color grading.

In the classroom context, I saw many learning media to help teachers and students learn. In numeracy learning, they used learning media such as plastic balls, sticks, plastic eggs, and a variety of plastic and wood objects. Mrs. Lily argues that they intend to refrain from drilling children in numeracy. She and other teachers allow children to count using real objects and facilitate them to count individually or in groups. There is a flashcard of letters, syllables, and words with pictures in literacy class.

In this occasion, Mrs. Cica acknowledges that she puts more cognitive practice in the second semester as she tries to adapt to the elementary standard needs. However, Mrs. Pegi and Mrs. Cica also acknowledge that sometimes, parents' expectations on how children should be able to *calistung* influence the practice in class. Although, they keep sharing on other teachers to keep on school objectives and consider students' progress.

b. Physical development (fine motor and gross motor)

Every day, the children should join the morning assembly in the small field. This is the place where they can warm up together, greet their friend, and pray together before class starts. One group of TK A, and three groups of TK B. There should be a leader from different class to lead the gathering, and every child should respect on their leader. In this agenda, children also do various clapping and sing a song. In developing fine motor skills, teacher put many activities in drawing, writing and playing a Lego. Even though, this aspect is not mentioned as school readiness criteria. However, most of the activities are full of movement and dance. Teachers also affirm that children who get more time to develop their gross motor skills such as riding a bicycle, playing outside and have more time to move consider as a child who can play and interact well with other friends.

On the other hand, parents develop this aspect according to children's interests. Mrs. Abi argues that she sees the physical aspect as a gender preference. His brother enjoyed riding his bike in the afternoon. In addition, Mrs. Fara supports her child's interest in playing with beads and other toys that develop fine motor skills. In such household activities, most of the parents allow their child to help them. The activities such as; washing the shoes, cooking preparation, and tidying up their belongings includes their toys. Most of them also accompany their child to practice in writing. Surprisingly, parents said that their child is not really interested in the toy. Most of the parents said that their children like assembled toy like *Lego*. Therefore, they are satisfied enough that their child can develop both gross and fine motor skills.

c. Developing religion and morals

This aspect is mentioned by Mrs. Yanti as the most influential in the context of school readiness. She affirms that the strong moral and virtues help students to be adapt with new environment because they will have many friends and tend to be easy to get along with their friends. Conversely, the ability to mingle and get along with friends also the

aspect of socio emotional. However, it clarifies that the goal is to be able to make friends. Moral and religion is also highlighted for several parents. According to the school program, they pray together before and after the study. In the school area, many prayer stickers are attached to be a reminder for the students even though it is not a religion-based school. I saw different religion such as Christian and Buddhist praying with their own words. Every Friday, they have prayed school programs includes Wudhu practice, Solat Sunnah and introduce to Hijaiyah letters. Unfortunately, this activity does not accommodate other religion to be practiced every Friday. However, other students who has different religion value follow teacher who assigned to accompany them in sharing session regarding their practice in different religion, storytelling handle by the teacher or reading and writing activities.

On the same note, parents also consider religion and values necessary. It shows how they enrol their children in additional Qur'anic classes in the afternoon. Mrs. Mais put more effort into stimulating his child to memorize the Quran. In addition, Mrs. Mais and Mrs. Rizki also chose storytelling activities based on the story of the Prophet to promote religious and moral understanding. They also choose the Upin Ipin story as an option. Mrs. Fasya and Mrs. Rizky choose storytelling through their own stories for moral value. Mrs. Fara affirms to stimulate her child's understanding by asking about moral values and discussing her child's prior knowledge. Here are the comments from the participants:

“Every day, I teach my child about religious values by telling him the Prophet's narrative or showing him the movie Upin Ipin. That is also good” (Mais, parents, FGD, May 27, 2024)

“I have limited understanding as stated in the *Hijaiyah* letter, I encourage my child to participate in the afternoon reading Quran session”. (Fara, parents, FGD, May 27, 2024)

d. Developing socio-emotional and approach to learning

Development of socio-emotional and learning approaches. Socio-emotional aspect is mostly mentioned as the school readiness conceptualization, although they mention with different terms. This hidden school goals of parents put the practice concept of socio-emotional aspect as the habituation. The example of habituation in self-concept (independence) is nurturing ability in daily activities such as; putting the shoes on rack, keeping their area tidy, keeping their belongings, being able to go to the restroom without help, being able to solve their problem. Moreover, approach to learning is the way of teacher to stimulate eagerness to learn. It consists of being able to complete the task, following the teacher's instructions, and having curiosity to learn (Janus, 2007; Pangestuti et al., 2018). In order to stimulate their curiosity, the teacher should ask the students about their favourite activities, inquiry-based learning and provide a positive environment. Mrs. Nunu also argues that they prefer to give more time for exploration and discovery.

On this occasion, I analyse they put more consideration on how children can survive in school environment. On the other hand, children still need more habituation in developing their emotional development. When delve more information on how they consider regarding emotional competence and how students express and regulate their emotion. Mrs. Cica, Mrs. Nunu and Mrs. Yanti admit that they do not really have a fixed approach to address this issue. According to CASEL (Collaborative for Academic Social and Emotional Learning, 2018), socio-emotional competence includes self-awareness, self-management, social awareness, relationship skills and responsible decision making. None of teachers mentions how they are concerned about developing the child's self-awareness. On the other hand, Mrs. Mais explicitly mentions on controlling emotion ability after independence regarding school readiness. During interview time, teachers were understanding on how is the concept of socio-emotional. However, they still confused on the practice regularly in learning process. Detailed information will be explained in the topic teacher's challenges.

Teacher's Challenges

a. Pressure from parents

Most of the teachers in TK Pertiwi are experienced teachers. They have more than ten years of experience as kindergarten teachers. They perceive that teachers nowadays have more challenges, especially with parents' pressure. Even though, the regulation of smooth transition has been published, they keep giving their child to learn and practice more in *calistung* (reading, writing and counting). Mrs. Nunu and Mrs. Yanti stated similar statement in the different interview time. They seem tired and disillusioned with what they have done this year.

"I see that parents are still forcing their children to go to school. They are making demands on the teachers and the children themselves, so the child's expectation is very high." (Yanti, teacher, FGD, June 03, 2024)

"That is why parents also end up demanding that children be smart in reading, writing and counting. In fact, in the kindergarten stage, children should play while they learn" (Nunu, teacher, FGD, June 03, 2024)

Their expectations have increased over the years. In all my years of teaching since 2012, this year was the most difficult for me regarding demands and expectations. In addition, teachers are also tired of the gadget exposure that children get from home. The parents are busy with their responsibilities, and the child is busy with the gadgets. Mrs. Nunu and Mrs. Yanti explained as follows,

"So, the time is very influential. Children used to learn seriously, still concentrated. So, in fact, the development of this era makes children less interested in learning. Because they are too often exposed to gadgets". (Yanti, teacher, FGD, May 29, 2024)

"Playing online game affects their emotional regulation" (Nunu, teacher, FGD, May 29, 2024)

"Because of their lack of interaction with their parents, they interact more with inanimate objects. Less communication with their parents". (Nunu, teacher, FGD, May 29, 2024)

On the other hand, parents who participate in this study have different perspectives. Having meaningful discussion and interview with six parents from POMG (Persatuan Orang Tua dan Guru) helped me to capture their ideas. Moreover, they also inform more about the parents' behavior in the context of school readiness. Mrs. Fira, Mrs. Adi, Mrs. Mais, Mrs. Fasya, Mrs. Kiel and Mrs. Rizky are the presentation of each class. They are active in school activities and know school goals. As they perceive similar value after school readiness program with the school which is focus on non-academic factors. I explore on how other parents view on school readiness. Based on the experience of parent participants, they assume that *most parents* still focus on *calistung* (reading, writing and counting). Their assumption is consistent with teachers' experiences with parents.

Parent's participants mention a look on how other parents asked teacher to give extra time for those who need to learn *calistung* after school hours. These parents complain on teacher not able to conduct additional class for those who need in parent's community. Furthermore, parent's community respond clarify that children do not intend to have more additional *calistung* class. Therefore, parents' community suggest to put their children in other places like Bimba. Mrs. Fira, as the head of the community, reported,

"Actually, we are satisfied with the performance of the teachers here, it's just that at that time there was a complaint that they needed additional reading lessons for their children but the teacher could not do it". (Fira, parents, FGD, May 27,2024)

Mama Mais adds this information.

"I also found out that there are parents who are very worried because their children can't do calistung".(Mais, parents, FGD, May 27,2024)

"Because for me it's like a vicious circle, regulations from schools and the government require children to be able to read and write to enter primary school. But we parents lack knowledge, so we try to follow the objectives of the school. Because of the requirements anyway. Besides, he said that primary school teachers are okay. So, it's like a vicious circle." (Mais, parents, FGD, May 27,2024)

According to Bronfenbrenner's theory, children are influenced by environmental factors. Exosystem is how the policy influences to the children (Santrock, 2016). According to this case, parents are influenced with worries. This condition influence to child's development. Even though, no specific regulation mentions that children in grade 1 elementary school should be able to read, write and count. In practice, many elementary schools conduct *calistung* test to minimize the complexity of learning process in classroom. This condition is not suitable to promote positive learning in young age.

b. The inconsistency of policy

As mentioned above, parents challenge following the regulation that impacts their behaviour towards their child. Unconsciously, they try to push their child as well as push the teacher regarding *calistung* (read, write, and count) outcomes. Additionally, the principal (Mrs. Ely) also responds with a similar perspective on the national policy in early childhood education.

"Honestly, so far national policies tend to be confusing, because we ourselves know that kindergarten is not mandatory, meaning that from the household it can be. But why is it that in many schools there is a mandatory test to enter elementary school, let alone a literacy test. Then with age too, initially. The age limit for entering elementary school is 7 years old, but there is a current update that 6 years old is allowed". (Ely, principal, interview, May 22, 2024)

*"I am not surprised that there is confusion in the field, then parents are also confused They put their children in *Bimba* lessons (additional tutoring) to prepare for elementary school, because they are trying to get their children into a good elementary school Then there is*

also a new rule that before entering primary school, children must attend PAUD for a year first. When we were implementing the recommended policy, then there was a new policy. So, it makes the team in the field confused". (Ely, principal, interview, May 22, 2024)

Mrs. Ely argues that the inconsistency of policy will make the teacher and parent confused. However, they need a fixed policy to adjust with the condition in their own. She feels grateful that she led public kindergarten that direct inform regarding the national policy, she just feels bad on how other private kindergarten try to adjust with new policy. Especially, for small school or school with many old teacher members. Since, she also highlights that not all kindergarten teacher has good educational background. Respond to this condition, she keep follow the policy as they can and adjust with teacher ability.

"The toughest challenge is for policy, because it's out of my control and personal. Policy is complicated, because if we don't follow it, we are wrong. If we follow it, it is very troublesome or overwhelming." (Ely, principal, interview, June 22, 2024)

Previously, Fridani (2014) found a similar way regarding policy inconsistency. In her study, she explained that the prescription and accountability are due to a need for more clarity. Moreover, Mrs. Cica and Mrs. Pegi mentioned the need for more clarification on the detailed new policy regarding school transition. However, the findings of this research show a different pattern from that of Fridani (2018). The differences in the findings of parents' contribution and involvement. It might be displaying that national policy updates on how parents should contribute to early childhood education programs following the suggestion from the Ministry of Education.

c. Minimum Space to play and learn.

First day of my observation, I can feel that teacher needs more space to conduct explorative learning process. In addition, child also need more space to play in natural resources. The school building is built in the rest of land in front of village office government (*kantor lurah*). The vast area is not more than 200 m². Hence, the principal and

teacher also complain with the same issue. Conversely, the kindergarten schools have 5 main areas. Mini fields, rest room, principal and administrator room, classroom A, and classroom B. There are one (1) class for TK A and three (3) classes for TK B. Classroom B is the most enormous room, but the teachers divide into three (3) rooms. Mrs. Pegi and Mrs. Cica affirms that small classroom size helps them to put extra concern of students who keep distracting with other classes. On the other hand, Mrs. Yanti sees positive effect of this condition, she argues that it makes teachers have higher empathy and teamwork. The statement mention as follows.

"We have implemented Merdeka curriculum, but it requires a larger space. Because in practice it uses a lot of loose parts." (Cica, teacher, interview, June 27, 2024)

"With such a small space, the challenge is to keep the children focused on us, the teacher. Sometimes, they also have a lot of moments listening to the next class." (Cica, teacher, FGD, May 28, 2024)

"Under these circumstances, we teachers learn to understand others. If the next class is busy, we choose to move the children outside. So, we understand each other". (Yanti, teacher, FGD, May 28, 2024)

In response to this condition, the principal argues that she already informed the local government of the challenges regarding classroom space. Now, they are waiting for the realization that it might be relocated and that there will be more classrooms. Mrs. Ely stated,

"I have requested a class and relocation; this kindergarten may have better facilities next year."

(Ely, principal, interview, May 22, 2024)

Additionally, as explained before, in their limitation, the teacher plans to conduct a valuable learning process. They break the limitation by discussing it more with another

teacher. However, the teacher expects a better place and a huge place in order to support children with play-based learning and a naturalist approach. This effort aims to enhance the child's exploration and valuable journey in the learning process.

Conversely, appropriate space not only intends to facilitate the learning process; it is also what children need to stimulate their interest and do much exploration. According to Hayes et al. (2022), the learning environment should provide a space where children feel valued and enhance the opportunity to engage with the learning process. Additionally, it should stimulate children's initiative and sustain play.

d. Expected to have positive collaboration with parents.

As mentioned above, teachers struggle with parents' pressure in academic achievement. Additionally, they acknowledge the most challenging part is parents' collaboration and engagement with school objectives and value. Previously, mentioned earlier on how parents in Indonesia focus on an academic standard that they believed could work as the important foundation in elementary school. Hence, their practice might be inappropriate for young child. In this occasion, teacher consider three things to be considered, firstly, teacher expected not to conduct drilling and focusing on academic target in kindergarten stages, secondly, parents expected to be cooperative and honest with their condition. Hence, teachers can help according to parents' need. Thirdly, parents expected to have positive collaboration to enhance child potential. The statement as follows,

"Yes, the challenge is that some families are difficult to work with. Because sometimes they are do not discuss with us according to the challenges and the obstacles they had. We try to inform them of our various efforts and approaches at home, but they don't do it at home. They say yes but they don't do it". (Cica, teacher, interview, May 28, 2024)

Additionally, Mrs. Cica suggests that parents' training should also be compulsory. This aims to help parents understand the appropriate ways to educate their children.

"It may also be influenced by many millennial parents, so it is a bit extra to build relationships and cooperation with parents today. So, if we can discuss it with the government, socialization is not only for educators but also for parents." (Cica, teacher, FGD, May 27, 2024)

Conversely, parental training is also beneficial to developing their understanding. However, parents are the first educators for young children. According to Taylor et al. (2004), parental attitudes and specific parenting behaviour work as the foundation of school performance. Furthermore, they facilitate children's positive adjustment and early experiences. Fridani (2020) also affirms the collaboration between teachers and parents as the priority in school readiness programs. Hence, the collaborative approach is the best approach to understanding teacher and parents' needs. Teachers argue that cooperative and positive collaboration between teachers and parents can develop a child's curiosity in the learning process and maintain good habits as a positive character.

e. Need more practice in Socio Emotional Learning.

In the context of school readiness, teachers expect many considerations on socio-emotional skills such as independence, able to adapt with environment and making friends. However, this aspect means teachers and parents' expectations and standards for children rarely mention self-awareness and self-management as the primary aspect to maintain children well-being. In doing so, I give teachers more concern on how they help students in the context of self-awareness and self-management that focus on child emotional understanding and self-regulation. During the interview process, I can assume that they knew the concept of socio-emotional competence and several approaches in the class to introduce socio-emotional skills. However, they do not put regular approaches as daily

activities. They acknowledged teach student emotional understanding as the natural, based on what happening in the classroom setting. Detail information is as follows,

“So, we teach directly and personally. Honestly, if you put it into learning, it's a bit difficult except in terms of cooperation, so it's more natural and a lot of observation process. Like earlier if someone is angry and yells, we help them recognize their feelings. Then, we explain to the children in the class why the child is angry. We open a discussion, why your friend is angry. Most like that. More natural, daily events and we explore the emotions”
(Cica, teacher, FGD, June 03, 2024)

The teacher also needs clarification about how they put emotional literacy into the learning process. They have that kind of activity through storytelling and role play, but it is not a regular activity. Mrs. Cica argues as follows,

“Indeed, social emotional is rather difficult to implement, especially in helping them recognize their emotions. Therefore, we learn more naturally, or sometimes combined with other learning.” (Cica, teacher, FGD, June 03, 2024)

Through the discussion, I can see that teachers understand on the concept of socio emotional learning. However, they still need more practical consideration on the SEL approach. Denham et al., (2014) mention some promising strategies to enhance emotional development through "circle-time". During this circle time, teachers and students can be sharing their experience on what they feel. Focusing on what we expected for children in school readiness is good, however it is good to put on their understanding on their emotion and feeling to help children control and regulate their emotion.

Parent’s Challenge

During the interview process, parents could have more specifically mentioned the challenge in stimulating their child's learning process. This is affected by their satisfaction with the school program that makes them follow the teacher's approaches. In the academic area, they challenge mostly on how they keep accompanying their kids to watch YouTube.

They assume YouTube bring positive effect on their child language development. Unfortunately, many unfiltered words occur even they already watch YouTube kids. Additionally, in interaction with their child. They acknowledge respect for their child's voice. They try to have a good bonding through positive interaction with their child. Even though, their lack of knowledge and understanding effect to their child curiosity, Mrs. Abi and Mrs. Fasya mentioned as follows,

"Sometimes, I do not understand if my son asks me. She asks random questions, such as why the color of leaves is green, Where Allah is, Etc. (Abi, parents, FGD, May 27,2024)

"They ask everything with us, honestly we did know how to answer, so, I suggest her to ask her father or her teacher." (Fasya, parents, FGD, May 27,2024)

Unfortunately, most parents do not ask their children to find the answer together through a book or YouTube. Inquiries are part of the learning process. Parents' answer might be to enhance children's curiosity to learn many things and develop various understandings. In the context of Bronfenbrenner's theory, family and teacher interaction is the first layer (microsystem) of the most influential in child development.

4.2.1 Summary of the Research Question 2

The teacher and parents' efforts and encouragement in the practice regarding school readiness have been following the constructivism and Bronfenbrenner theory. Specifically, parents and teachers involved children as the autonomous learner. They stimulate learning process through set of learning experience and encourages children to have their own idea and suggestion through their prior knowledge. Additionally, teacher and parents also enhance children curiosity and discovery through various approach.

However, the challenges emerged in the practice within classroom and home learning. Specifically, teachers emphasize various challenges. Following the teachers challenge that have been mentioned above, I analysed that teacher needs clear and strong

policy to help them facing the challenges. Their confusedness on parents' pressure, limited space for learning, have positive collaboration with parents and socio-emotional learning especially in emotional awareness points out the need of government to facilitate better policy and better place for the learning process. Contrary, parents mention few challenges; mostly they satisfied with school program to help them able to capture similar value and positive understanding in the context of school readiness.

RQ 3: How do teachers and schools provide rich learning environment regarding school readiness?

4.3 Providing rich learning environment for students

4.3.1 Child Centred

My final research topic focuses on investigating rich learning environment along the learning process. I am conducting thorough observation and a final focus group discussion (FGD) in order to gain a clear understanding of this question. Firstly, Mrs. Nunu emphasizes that the child's attentiveness is crucial for achieving their learning objectives. In continuing the discussion, the teachers give priority to children in every element of the learning process. Their assumption is that focusing on children helps them navigate children needs and enables the development of their potential. The children's centre theme is represented by two keywords: "play matters" and "focus on characteristic and respect on children progress.

a. Play Matters

Moreover, they highlight that they keep putting the learning process in the playing time. This way can work to nurture positive learning at a young age. Unfortunately, several students complain to the teachers and ask why they do not study. The teachers explain to the students that playing and singing are also part of the learning process. This condition

happened because of different concepts of learning at home and in school. Mrs. Pegi explains more regarding this issue.

“Sometimes it is difficult to understand that learning is not just about pencils and books, so that when children have learned many things all day, they still ask. Several children keep asking, “Why haven't we learned yet, Mom?” (Pegi, teacher, interview, May 28, 2024)

“So, we strengthen their understanding of learning in a broader concept that we have been singing learning numbers too, learning vocabulary. So, we made it clear to the children. So, that they don't misunderstand. Because the learning process is not only through book and pencils.” (Pegi, teacher, interview, May 28, 2024)

“So, when at home, the child is conditioned to believe that holding pencils and books is a learning stimulus. The child's mindset has been formed that holding a pencil, writing, and reading are forms of learning. (Cica, teacher, interview, May 28, 2024)

According to this statement, several parents still need the following information regarding how play is determined as essential play in early childhood program. Additionally, Mrs. Nunu also explain how children can get adverse effects if they do not get an appropriate learning process. Children would not happily come to school, or become take the time for playing only in the school. It is happened because of they already getting bored with such inappropriate learning process.

b. Focus on their characteristics and respect on children progress.

I delved into more information about how the teachers provide rich learning environment regarding school readiness programs; Mrs. Nunu and Mrs. Yanti gave more insight rather than my observation time. As mentioned above, all teachers perceive the child as the centre of the learning process. Mrs. Nunu and Mrs. Yanti also add information on how they try to maximize student's potential by understanding their characteristic and respecting children's progress.

"We must understand their characteristics and shortcomings. From this focus, we can figure out what works best for them." (Yanti, teacher, FGD, June 03, 2024)

"In kindergarten, assessment is a process, from play is a process when there are children who continue to learn." (Nunu, teacher, FGD, June 03, 2024)

"Many observation processes that make us recognize the character of children" (Yanti, teacher, FGD, June 03, 2024)

I explore how teachers consider learning progress rather than final assessment. Finally, I capture based on daily observation and daily reflection. In reflective learning, teachers can give more attention to how the learning process is captured in children's reflection.

"During the reflection time, they are also free to mention their problems, which can be related to the lesson or something else". (Cica, teacher, FGD, June 03, 2024)

"I asked him to sit on the chair and reflect on his actions." (Cica, teacher, FGD, June 03, 2024)

Arguably, school readiness is a complex term, and most the article argues for standardization and accountability on how children follow school expectations. Unfortunately, the findings of this research display that teacher respect children's characteristics and respect on the learning process. Snow (2006) suggests that family and community recognize that children develop gradually. Hence, she affirms that measuring set of skill might be inappropriate for children. Furthermore, Docket and Perry (2009) suggest more concern on the characteristic of students provides individual interest. In this case, observing individual characteristic and following up the learning process according their interests is challenging. Addressing this issue, teacher should have capability and eager to observe.

4.3.2 Fostering a Positive environment

Creating a good environment is crucial for promoting rich learning environment regarding school readiness and enabling children to have meaningful experiences. Within this concept, two sub-themes have emerged: a personalized approach and a focus on students' security feelings, while also valuing diverse family backgrounds and promoting effective communication with parents. These themes arose from the school and teacher endeavour to offer children opportunities for experiential learning, while also assisting parents in managing their expectations.

a. Personal Approach and Emphasize Student's security feelings.

I took for this theme mostly from observation, then I clarify to the teacher to get comprehensive understanding. According to the observation, the teachers keep asking students condition during the school time. In the morning, they greet the students with happy face. During the lesson time, teachers keep observing personally on what student's need. When, the lesson is finished, the teacher also uses the time to wait for the parent to pick up the students by making small talk and playing together. The relationship between teachers and students really touched me.

Moreover, every teacher is a teacher for all students. They do not divide students according to their responsibilities in each class. The students also respect all the teachers in the same way. Through this gesture, I can assume that teachers work together to make everyone feel secure, both teachers and students.

During the learning process, the teacher keeps their eyes on the same level as the student. They also talk nicely and call them by their names. In my observation time, I saw many times a group of children debating and mocking each other. Mrs. Lily came with them calmly and asked them to sit down and make a circle position. She needed to be more directly solving the problem or asking who was mocked first. She listened to everyone with their reason and came up with a simple story. She brought up the story following the

student's condition. Conversely, she asked the student about this condition, what do you think? What will happen? Do you think this is good or bad? All the inquiries reflect on students' feelings. Those who made a mistake accepted their mistake without feeling blamed by adults. Those who do good feel secure. Seeing this moment projecting how education should be.

In the interview session, I provided more information on how they can build a positive environment for every child. Specifically, they try to make every child comfortable with the school's environment. Additionally, they respect every child's struggle with their feelings condition. Mrs. Yanti, Mrs. Nunu, and Mrs. Lily respond to this issue,

"The main thing is a sense of belonging, that the school is their home, that the relationship with the teacher should be like that of their own parents. So, this situation makes them comfortable". (Nunu, teacher, FGD, May 29, 2024)

"We try to embrace them, make them comfortable with school conditions" (Lily, teacher, FGD, May 29, 2024)

"That's why we make sure they are comfortable at school first. We also motivate them." (Yanti, teacher, FGD, June 03, 2024)

They also care about students' personal issues, provide snacks for students from low socioeconomic backgrounds, and prepare more learning media for those who need it during the learning process.

"When experiment with salted eggs, we provide eggs for children who don't bring eggs, or whose eggs are rotten". (Lily, teacher, FGD, May 29, 2024)

"We bring snacks for students who do not bring snacks, because their parents assume they have had breakfast at home. But, I feel bad for them if they don't eat snacks with their friends". (Pegi, teacher, interview, May 28, 2024)

"We always think all children have the same rights". (Yanti, teacher, FGD, May 29, 2024)

Conversely, teachers care for all students. They intend to provide a secure feeling in school setting. It This corroborates previous study on how teacher's role on builds positive interaction and relationship (see chapter 2.2.22). Mrs. Yanti focuses on how children having attachment at school (Lifshin et al., 2020). This closeness contributes on how student's readiness, significantly promotes individual support in academic and socio-emotional development (Commodari,2013). In conclude, teacher participants in this study concern in the rich learning environment that provides secure feeling to make children's emotionally intense, having self-assured and able to face difficulties in the learning process (Harper, 2017). Having good relationship between teacher and children can be impacted on school readiness in young children. Pianta et al. (2004) also affirms that teacher-child relationship children's success in as the first grader in elementary school.

b. Valuing various family backgrounds.

In terms of students' approach and students' secure feelings, teachers add more information on how they respect family backgrounds. In this occasion, they frequently mention the family background from low-income families, parents who have family problem and how they try to build the bridge between teachers and parent's need. The key point is how the parents' cooperative with school program and strive to the best for the child. Hence, teacher also respect on their willingness to give the best for the child. Mrs. Yanti and Mrs. Lily affirm that their understanding on family background aim to help student and maximize the communication. The statement as follows,

"The point is that we can always find out the family background. So, that our approach is optimal. If there are children who have difficulty accepting learning, what is going on. We try to find out." (Yanti, teacher, FGD, May 29, 2024)

"In fact, we always try to help them, because the mother is enthusiastic. The father also strives for the best for his daughter. So, we try to do our best to help the family". (Lily, teacher, FGD, May 29, 2024)

“What we appreciate is that even though they are poor, they strive for education for their children. Making education number one (1).” (Nunu, teacher, FGD, May 29, 2024)

Mrs. Nunu also mentions that teachers should respect parents who come from different environments. Their environment influences their child, and the teacher should understand and empathize with the parents' needs.

“We knew that parents are busy, some of them not well educated, some of them education. Since we are public school; we respect to their different value. But we keep inform on child's condition and development.” (Nunu, teacher, FGD, May 29, 2024)

In the context of school readiness, they respect parent's decisions. They communicate on child's condition. Suppose the child cannot continue to the elementary level based on age criteria or other aspects. In that case, the teacher will communicate the later risk that happened to the child. Hence, parents will know what is the best decision for their kids. Based on teachers' experiences, parents follow on teacher's suggestions. If parents are still eager to continue to the elementary level, the teacher also allows parents to highlight several considerations at the next level.

Conversely, valuing family background helps teachers to maximize their approach to the child. According to Kiely et al. (2021), educators need to understand that families are not exact; each has individual needs, strengths, and challenges. Warm invitations and supportive teachers will help parents feel secure and not intimidated by educational settings. Moreover, many research suggest that school readiness should consider family background, especially child with special needs and child who comes from low-socioeconomic status (Snow, 2006; Nakajima et al., 2019; Yulindrasari et al., 2023). In sum, concern and respect on family background help the child to have the same right and equal in education. This occasion considers better approach for different children with their various background.

c. Effective communication with parents and school members

In the first interview with the principal, she points out that factors to be highlighted in terms of building a positive environment are having good communication with the teacher, parents, and all school members. Effective communication contributes to minimalizing future risk. The principal argues that she informs the school's objective in the first meeting with parents. If the parents have consideration, they can ask, and we can choose the best decision for the children, teacher, and also parents.

Moreover, she affirms that communication is also about understanding others and showing empathy and respect. Additionally, she argues that everyone has their own needs and interests, and she tries to accommodate this condition. The argument is as follows,

"At the core of communication, we must understand the feelings of others, having and empathy. More wisely, we must believe that not everyone is fine. We have to understand that teachers also have problems, we can't force or pressure them. Direct the teacher well, ask the teacher for help, so it's communication. If the teacher doesn't accept our direction, they refuse to do this or that. Then I will continue with what they want, then there will be communication. I did the same thing to parents; I refuse being dictator" (Ely, principal, interview, May 22, 2024)

On the other hand, teachers have pretty different perspective in terms of communication with parents. They argue that communication is essential as long as it is effective communication. Having good communication does not mean parents can communicate closely. Teachers keep set boundaries with several reasons; they want to be fair to all parents, they keep solve students' problem in the classroom with their way, they set the boundaries to inform parent is that they need to be respect with teacher way and school regulation. Mrs. Pegi, Mrs. Cica and Mrs. Lily explain the reason as follow,

"If I'm at my best and need my parents' help, I will communicate. For me personally, I reduce communication to reduce conflict. So, I put maximum effort first, because I am the person in charge of the class" (Pegi, teacher, interview, May 28, 2024)

“Then, if there are things that need to be discussed, we prefer to communicate directly rather than via Whatsapp. We reduce drama, if we talk directly, it's better”. (Lily, teacher, FGD, May 29, 2024)

“For communication with parents, we also try to have boundaries. Not too close. Because we try to respect with other parents, they have same chance to communicate with us.” (Yanti, teacher, FGD, June 03, 2024)

Additionally, Mrs. Cica highlights the benefit of having community parents to help them communicate with other parents. They mention that parent representatives are obligatory to support the school program, including teachers' general needs in the learning process. The Parent community is expected to be a bridge between teachers and parents.

“So, all communication is clear at the beginning We explained at the beginning the condition of this school, then also the condition of the teachers, the vision and mission Indeed, from the beginning we have communicated the needs of teachers, academics to POMG (representatives) And vice versa So, we had a lot of discussions, including with their respective duties The school program for the next year is also clear So POMG is very helpful as a bridge between teachers and parents If there are other parents who really need an explanation, they can really help us in this process (learning process)”. (Cica, teacher, FGD, June 03, 2024)

In sum, to achieve school readiness preparation, effective communication should be applied between children, parents, teacher and principal. According to Dockett and Perry (2016), communication is affected to strong positive relationship between those who concern on school readiness issue. Through effective communication able to increase positive collaboration between teachers and parents. According to Johnson (2019), collaboration between parents and teacher strengthen approach in education. Effective communication also helps teacher and parent understand their perspectives. Moreover, Joen (2020) suggests communication for parent-teacher to increase classroom quality.

4.3.3 Summary of the Research Question 3

Teachers prioritize two factors: child-centeredness, which involves a focus on play, attention to their individual characteristics, and respect for their progress. Furthermore, creating a conducive atmosphere that serves as a welcoming and pleasant space for the children. Specifically, they prioritize a personalized approach, place importance on ensuring students feel safe, value diverse family backgrounds, and stress effective communication between parents and school staff.

The principal and teachers have demonstrated a beneficial consensus on the Bronfenbrenner theory, specifically in connection to the positive contact between teachers and students, as well as the recognition of the environment as a significant component influencing children's development. Nevertheless, the teacher still faces significant challenges related to diverse family backgrounds and problems within the family, including improving communication with them. Finally, the general description display as follows:

4.3 Table of general description

RQ 1 How do teachers and parents conceptualize school readiness?	RQ 2 How do teachers and parents practice the preparation for school readiness?	RQ 3 How do teachers and schools provide rich learning environment regarding school readiness?
1. Teacher's and Parent's conceptualization 1. Maturationist View 2. Socio-emotional Competence <ul style="list-style-type: none"> • Independence • Interact well with the environment and good at adaptation 3. Holistic Readiness <ul style="list-style-type: none"> • Supportive teachers and parents • Support from government 	1. Play-Based Learning & Naturalist Approach 2. Developing the whole development aspect 3. Teacher's Challenges <ul style="list-style-type: none"> • Parent's pressure • Minimum Space to play and learn • Inconsistency of the policy • Expected to have positive collaboration with parents 	1. Child Centred <ul style="list-style-type: none"> • Play Matters • Focus on their characteristic & Respect on children progress 2. Fostering a Positive environment <ul style="list-style-type: none"> • Personal Approach • Emphasize student's security feelings • Valuing various family background • Effective communication with

<ul style="list-style-type: none"> • Need more practice in Socio-Emotional Learning 	parents and school members
4. Parent's Challenges	

General Description of findings

4.4 Discussion

Based on the findings, this study apparently displays the conceptualization and practice of school readiness. The teacher put children development and positive environment as the consideration in preparing them to be ready at school. Moreover, parents also try to follow on the school regulations and objectives

In this discussion I will divide the explanation into several sections. This is aim to develop critical understanding for researcher and readers in every finding following specific research question.

4.4.1 Teachers and parent's conceptualization on school readiness

In the first finding of conceptualization the theme emerged as maturationist view, socio emotional competence and whole development aspect as the consideration. This maturationist view underscore as biological and maturity and cognitive development aspect. In contrast, Bronfenbrenner theory focuses on how the environment influencing child trough proximal process with interaction and immediate environment (Hayes et al., 2020).

However, maturationist view is not the only final finding, it is followed by expected socio emotional skill, such as independent skill and ability to interact well with environment and being adaptive in new environment. Moreover, teachers and parents see maturationist view following regulation in elementary school in Indonesia. This conceptualization aligned with the study from Fridani in 2014 (see sub section 2.1.2). I analyst that some teachers conceptualize maturationist view because holistic readiness is

not yet provided well in Indonesia. According to Gaynor (2015) holistic readiness is supportive environment includes school, family and environment. Parents choose safest consideration to facilitate their children personal maturity and positive experience in kindergarten level. Teachers and parents also consider socio emotional skill to be essential aspect in school readiness. Additionally, teachers and parents also display their positive interaction and positive relationship influence to children's development which display the microsystem in Bronfenbrenner's theory.

4.4.2 Teachers and parent's practices on school readiness

In regard with practice in the classroom setting, the findings show alignment of the practice with Bronfenbrenner's theory. Teachers approach in the classroom setting put more consideration on play based learning and naturalist approach, this approach allow children having experience through their environment. According to Hayes et al., (2022), rich learning environment inviting various interaction that designed to capture child interest, curiosity and challenge them to explore and share their discoveries and experience with other. In regards with learning process, they have constructivism learning theory that allow students having experiments class, project-based learning, connecting with prior knowledge and invites student's to be initiative in the learning process (Golder, 2018). Teachers also use loose part as learning material to develop their intuitive and creativity (Brooks & Brooks, 1993). On the other hand, parents also stimulate their child with involving them in household activities and interact with their child through sharing the story and allow their child having connection with neighbourhood to play together. These activities aim to develop their positive interaction with the closest environment.

However, in the practice regarding school readiness, the teachers express their challenges. Parents also express challenges, although the challenges itself have different complexities with teachers. Firstly, the challenges emerge because of limited facilities includes room, material and outdoor places for playing. This condition impact to the

learning process. In terms of facilities, school were challenge with conducting rich learning environment. Secondly, most challenges occurs because limited socialization from the government regarding school readiness program. Additionally, the teacher still faces significant challenges related to diverse family backgrounds and problems within the family, especially to have effective communication with them. Addressing this issue, parental training should be developed through integrative health care (POSYANDU) in each district in Indonesia. This is aim to accommodate parents' awareness especially in early education context.

The inconsistency of the policy also influences on parent's perspective on school readiness, which mean that parents focus on academic achievement such us reading, writing and counting. This phenomenon is similar to previous research that mentions parents tend to focus on academic achievement in early childhood education. (Fridani, 2020). However, this is impacted by inappropriate test when children enter in grade one (1) elementary school. According the regulation from Ministry of Education, children able to join elementary school when they already 7 years old. However, some school still have reading, writing and counting test as the determination to enter elementary school. Thus, the government should be firm and evaluate the implementation in elementary school. Conversely, policy work as exosystem in Bronfenbrenner theory (Santrock, 2016). It is not directly impact to the child development, children as passive agent. Thus, the national policy will be impacted to parents and teachers' practice regarding school readiness, it affects to their experiences.

4.4.2 School and teacher's approach in providing rich learning environment in school readiness

While teacher successfully emulated various approach to connect with child's interest, they also facilitate rich learning environment regarding school readiness. Teachers point out two considerations, firstly, child centres including focus on play, focus on their

characteristic and respect on their progress. Secondly, building positive environment as the comfortable place for the children. In detail, they consider personal approach, emphasize student's security feelings, valuing various family background, and effective communication parents and school member. These are findings that most of I have been captured when observation and interview time. In regards to nurturing socio emotional skill, they do not have regular strategies for direct socio emotional skill classroom approach. Teachers acknowledged the socio-emotional understanding and can mention several strategies in classroom. Unfortunately, the practice of emotional awareness is still limited. Teachers also mention that promoting socio-emotional skill quite challenging, specifically in emotional awareness. Raver (2002) and CASEL framework (2018) highlights the emotional awareness as the first step before going further in to self-management (independence skill) and prosocial behaviour. In summary, teachers still emphasis on expected behaviour rather than nurturing self-awareness.

However, indirectly, school provides positive approach that aligned with the theory of Socio Emotional Learning (Domitrovich et al, 2017). Providing rich learning environment experience is one of school objective to stimulate children's desire of learning. They strongly focus on positive interaction between teacher-child, teacher parent, and initially supporting positive interaction between parents and their child. Moreover, Bronfenbrenner theory emphasize on interaction and relationship between teacher and children and teacher with parents (Hayes et al., 2020). The findings show teachers' effort to build positive interaction and relationship between teachers and children and teachers and parents.

4.4.3 Need extensive collaboration between local government, parents and kindergarten & elementary teacher

To sum up this discussion, Bronfenbrenner's theory has been illustrated in the findings. Additionally, constructivist learning theory illustrates the practice and learning process. Specifically, Bronfenbrenner's theory provides a robust framework of child development associated with nested systems such as microsystem, mesosystem, exosystem, macrosystem, and chronosystem. This research limitation connects the nested system in the microsystem, mesosystem, and macrosystem. The Microsystem is the closest factor that influences children's development; it includes family, teacher, and school environment. Additionally, the mesosystem works as the interaction between microsystems; it includes collaboration between teachers, parents, and stakeholders. Furthermore, the exosystem includes broader aspects such as school and government policies as concealed factors in children's development.

Since this research limitation connects into macrosystem, I emphasize broader collaboration to enhance teachers, parents and school readiness. Particularly, what kindergarten school have done to invite parents in school activities also part of fostering positive collaboration. This finding reveals novelty prior the study explored by Fridani (2014). Fridani (2014) asserts that mother or parents feel not involved in the specific program of school readiness, they do not understand with concept of school readiness. In this study, teachers initially introduce the concept of school readiness to parents and clarify a set of expected skill that need to be highlighted. It was validated by parents' explanation that they try to follow what the best approach from school. Additionally, additional parenting program in each semester initially help parents to have basic knowledge of children development.

However, teacher still struggle to adjust with parent's mindset on the concept of drilling in the learning process. They assume, need more effort to understand parents'

expectation. Parent's experience and assumption on academic readiness still being their concern, this is because of set of enrolment test that emerged in the following years. Unfortunately, parents who participated in this research just reflect based on other parents, not on their stance. This condition happened because they are a group of POMG (*Persatuan Orang tua, Murid dan Guru*) who actively contributes and supports school program.

In terms of collaboration between kindergarten and elementary teachers, there should be meeting between them. Specific meeting is suggested to understand between kindergarten and elementary teacher expectation. Kindergarten teacher can adjust with elementary school expectation, and elementary teacher should consider some approach in grade one (1) until grade two (2) to make sure children in that grades can able to adjust with new environment.

Furthermore, inviting kindergarten teacher or professional in early childhood education in integrated healthcare program (POSYANDU) also beneficial to develop parent's understanding especially in children development within the context of healthcare or early education. Additionally, integrated healthcare program (POSYANDU) develops information regarding children healthcare. Peterson et al., (2018) add the information regarding how healthy students influence academic achievement in school readiness context.

Chapter V

Conclusion and Suggestion

This chapter presents the findings, implications, and recommendations for further limitations of the current investigation. The study's conclusions and discussion are included in the conclusion, and the study's potential contribution is outlined in the implications. Furthermore, recommendations for additional research are based on the current study's limitations.

5. 1 Summary of Findings

Most of research of school readiness focuses on policy aspect in the area of early childhood education and elementary level. There is little research on how teacher develop positive environment and positive learning process to help child being ready in the formal school, especially in the area of classroom and school context. The aim of this research is to draws how public kindergartens in Indonesia preparing student in the context of school readiness. Since the area of early childhood education related to parents as the primary influential, this study brings out both teachers and parents as the adult who influence child in their young age. Conversely, the parent's voice also essential to display the attention for the educators and policy makers. The area exploration on this study teachers and parents' conceptualization and practice of school readiness at school as well as children at home. Additionally, it also explores how school provide rich learning environment program regarding school readiness. The findings display how teacher, principal and parents conceptualize school readiness, the practice of preparing school readiness, including the challenges. Lastly, it is also specified display the programs and effort of principal and teacher to provide rich learning environment learning process for kindergarten students. Additionally, this can be beneficial for educational setting and it might help parents to adapt valuable approach for their child.

5.2 Implication

This study illuminates the need for a teacher-sharing program between kindergarten and elementary teachers to draw each perspective and provide an appropriate learning process in the classroom. Additionally, kindergarten teachers should be involved in *POSYANDU* (Integrated Healthcare Centre) activities to help parents understand what teachers expect at a young age, especially in early childhood programs. On this occasion, all local government members should work with educators and parents to maximize child development at a young age.

Additionally, the government is responsible for providing extra support in terms of enormous space for kindergarten schools and learning materials that are useful for a variety of activities. Huge spaces are beneficial for developing students' space for exploring and nurturing whole development through play-based learning programs. Hence, the availability of learning media also aims to support teachers in focusing on their responsibilities and developing more approaches to the learning process. Supporting teachers is a government effort to create effective, sustainable development by establishing early childhood education.

5.3 Suggestion

The research findings have limitations since the perspective and practices only from one public kindergarten school in a specific area. Geographical coverage is also a limitation of this study. Three (3) considerations will be beneficial for further research. Firstly, further research both in quantitative and qualitative should be conducted. Further additional research in quantitative study is needed that considers suitable number for further investigation in specific location or province.

Additionally, there is a need for deeper investigation into qualitative research in the context of private or religious schools to examine their approach to school preparedness. This research might also involve comparing the approaches of public kindergartens and

public schools. In my personal experience according to data collection, a one-week observation period was insufficient for comprehensively understanding Bronfenbrenner's theory in the context of policy and the constructivism learning theory in classroom settings. Further observation is necessary to cultivate a thorough comprehension and optimal implementation of constructivism learning theory. Moreover, extending invitations to additional parents can provide further substantiation of the diverse outcomes.

Secondly, this research is focused on the kindergarten area. This needs to be investigated in elementary schools regarding the smooth transition from grades one (1) to three (3). Further research could be inviting teachers in elementary schools and children's voices regarding school readiness and transition context. Thirdly, further discussion among policymakers and local government will display their effort and challenges in the context of school readiness. Therefore, further research is supposed to give a better and broader understanding related to school readiness in both kindergarten and elementary school to improve the learning process and quality of learning to facilitate students with rich learning environment school readiness programs.

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APPENDICES

Appendix 1: Teacher Questionnaire Sheet (English)

Three steps took part in the development of these questionnaires and interview tools. I start by thinking about the research questions, which are the main guideline. Second, using interview question samples from different research articles on related subjects. Thirdly, I develop fresh inquiries in light of the undertaking's objectives. Every interview sheet is accompanied by consent form and mind map containing the questions.

Participant's Data

Name :

Email :

Age :

Education :

Position :

Teaching Level :

Teaching Experience (year) :

1. Do you think that you have a good understanding of the concept of school readiness?
2. Does the school have a special program for school readiness? If yes, please provide a brief description
3. Do you think that children's school age standards are used as a benchmark for children being ready for school? Why?
4. Do you involve parents in the school readiness preparation process?
5. Do you join special training regarding school readiness?
6. Does the school have a special school readiness program?
7. Do you feel that the national policy regarding school readiness is unclear/inconsistent?
8. What school readiness factors do you emphasize in the learning process?

Appendix 2: Lembar Questionnaire Guru (Bahasa Indonesia)

Participant's Data

Nama :

No. Telepon :

Usia :

Pendidikan :

Kelas yang diampu :

Pengalaman mengajar (tahun) :

1. Apa Bapak/Ibu berpendapat bahwa Bapak Ibu sudah memiliki pemahaman yang baik mengenai konsep kesiapan sekolah?
2. Apakah Bapak/Ibu memiliki program khusus untuk kesiapan sekolah? Jika iya, mohon berikan sedikit pendapat Anda.
3. Apakah Bapak/Ibu menganggap bahwa standard usia sekolah anak digunakan sebagai patokan anak siap sekolah? Mengapa?
4. Bagaimana Bapak/Ibu memandang anak “siap sekolah”?
5. Apakah Bapak/Ibu guru senantiasa melibatkan orangtua dalam proses persiapan kesiapan sekolah?
6. Apakah Bapak Ibu memiliki pelatihan khusus mengenai kesiapan sekolah?
7. Apakah Bapak/Ibu merasa bahwa kebijakan nasional mengenai kesiapan sekolah kurang jelas/inkonsisten?
8. Apa saja faktor kesiapan sekolah yang Bapak/Ibu tekankan pada proses belajar?

Appendix 3: Teacher Focus Group Discussion Sheet (English)

1. What is your understanding of school readiness?
2. What kindergarten policies guide the way you prepare children for primary school?
3. How do you support children to be ready for school?
4. What kinds of school programs do you organise to support children's ready to primary school?
5. What role do parents play in children's school readiness?
6. How do you encourage parent's participation in their children's school program?
7. What kind of things do parents expect from you as a teacher before their children enter primary school?
8. What challenges do you face in preparing children for school?
9. How do you think school readiness programs should look like?
10. What kinds of activities do you think are important for children's in preparing school readiness?
11. How do you know if children are ready for school?
12. How do you provide for individual readiness?
13. How do you support student on positive learning experience?
14. Do you have other concern on school program regarding school readiness?
15. How do you think we must develop school readiness?
16. What are your major concerns with regard to school readiness?

Appendix 4: Lembar Instrumen Guru (FGD)

Bahasa Indonesia

1. Apa pemahaman Bapak/Ibu guru mengenai kesiapan sekolah?
2. Kebijakan pemerintah atau sekolah apa yang Bapak/Ibu gunakan untuk mempersiapkan program/aktifitas yang sesuai dengan kesiapan sekolah?
1. Bagaimana anda memberikan support mengenai kesiapan sekolah?
2. Program atau aktifitas apa yang Bapak/Ibu guru rencanakan untuk membantu siswa siap bersekolah di SD?
3. Apa peran orangtua dalam mempersiapkan kesiapan sekolah?
4. Bagaimana Bapak/Ibu mengupayakan partisipasi dari orangtua untuk berpartisipasi aktif dalam program sekolah?
5. Hal apa yang diharapkan orang tua pada saudara sebagai guru, ketika anak mereka masuk sekolah dasar?
6. Tantangan seperti apa yang Bapak/Ibu hadapi dalam mempersiapkan kesiapan sekolah?
7. Bagaimana menurut pendapat Bapak/Ibu program kesiapan sekolah yang seharusnya?
8. Kegiatan seperti apa menurut saudara yang penting untuk persiapan kesiapan sekolah?
9. Bagaimana Bapak/Ibu dapat mengetahui bahwa anak siap sekolah?
10. Bagaimana Bapak/Ibu memberikan bantuan untuk kesiapan individual/pribadi ke untuk persiapan ke Sekolah Dasar?
11. Bagaimana Bapak/Ibu memberikan pengalaman belajar yang positif kepada anak?
12. Bagaimana pendapat Bapak/Ibu mengenai program kesiapan sekolah yang sudah berjalan?
13. Bagaimana Bapak/Ibu mengembangkan program dari sekolah yang dirasa kurang maksimal?
14. Menurut Bapak/Ibu apakah yang menjadi masalah utama terkait dengan kesiapan sekolah di Indonesia?

Appendix 5: Teacher's interview Sheet (English)

1. Do you think that your perspective influences your approach in preparing school readiness?
2. How do you build parent's trust and educate them to have similar perspective?
3. Do you have different approach according to socio economic factor or family background?
4. What is your perspective on playing? How do you intervention children in the playing session?
5. How do you support student in 5 intelligences (motoric, cognitive, socio emotional, language and religion or morale aspect)?
6. Based on 5 intelligences that you need to support for student, what is your most highlighted activities in the classroom setting? Why?
7. How do you plan learning approach that consider student's engagement?
8. Do you have some suggestion to create program that appropriate for school readiness?

Appendix 5: Lembar Interview Guru

1. Apakah perspektif Bapak/Ibu terhadap konsep kesiapan sekolah membuat kesamaan pada praktiknya di kelas?
2. Bagaimana Bapak/Ibu membangun kepercayaan dan mengedukasi wali murid mengenai persepsi yang serupa mengenai kesiapan sekolah?
3. Apakah Bapak/Ibu memiliki perbedaan pendekatan pada anak dengan masalah sosio ekonomi dan latar belakang keluarga?
4. Apa pendapat Bapak/Ibu mengenai konsep bermain? Bagaimana Bapak/Ibu melakukan intervensi saat waktunya bermain ?
5. Bagaimana Bapak/Ibu memberikan dukungan dalam pembelajaran berbasis indicator kesiapan sekolah (motoric, cognitive, socio emotional, language and religion or morale aspect)?
6. Berdasarkan indicator pada kesiapan sekolah, pendekatan indicator mana yang paling sering digunakan? mengapa?
7. Apakah Bapak/Ibu merencanakan pembelajaran yang mempertimbangkan keterlibatan dan antusiasme anak?
8. Apakah Bapak/Ibu punya pendapat lain mengenai program yang sesuai untuk kesiapan sekolah?

Appendix 6:
Principal's Interview Sheet (English)

Participant's Data

Name :
Email :
Age :
Education :
Teaching Experience (year) :
Leadership Experience (year) :

Interview Questions

1. How this school conceptualize school readiness?
2. Do you think school readiness preparation is essential in their stage?
3. How this school provides program regarding school readiness?
4. What is your opinion about school readiness policy in Indonesia? Is that clear or do you have some suggestion?
5. Do you have consideration according to socio economic factor or family background in the context of school readiness?
6. Do you consider teacher with special skill to prepare school readiness for primary school?
7. Do you have special program/training to prepare teacher in preparing school readiness?
8. How do you support communication between teacher and parents regarding school readiness?
9. How do you support parents to understand the concept of school readiness?
10. Do you have special meeting for parents regarding school readiness?
11. Do you consider to build positive relationship between teacher and student? Can you share your experience regarding the positive approach and positive environment to help children pleasure to join school activities?
12. What are the challenges regarding school readiness along your journey as a principal?

Appendix 7:
Wawancara Kepala Sekolah (Bahasa Indonesia)

Data Partisipan

Nama :
No. Telepon :
Usia :
Pendidikan :
Pengalaman bekerja :

Interview Questions

1. Bagaimana pandangan Anda mengenai kesiapan sekolah?
1. Apakah menurut Anda kesiapan sekolah adalah hal yang penting untuk dipersiapkan?
2. Bagaimana sekolah menyediakan program mengenai kesiapan sekolah?
3. Bagaimana pendapat Anda mengenai kebijakan kesiapan sekolah di Indonesia? Apakah sosialisasinya jelas atau Anda memiliki pendapat lain?
4. Apakah Anda memiliki pertimbangan mengenai latar belakang siswa secara sosio ekonomi atau latar belakang keluarga dalam kebijakan kesiapan sekolah?
5. Apakah Anda mempertimbangkan guru dengan skill tertentu untuk menyiapkan dan mengajar mengenai kesiapan sekolah?
6. Apakah Anda/pemerintah mempunyai program/pelatihan khusus untuk mempersiapkan guru dalam mempersiapkan kesiapan sekolah?
7. Bagaimana Anda memfasilitasi komunikasi antara guru dan orang tua mengenai kesiapan sekolah?
8. Bagaimana cara sekolah memfasilitasi orang tua untuk memahami konsep kesiapan sekolah?
9. Apakah bapak/ibu mengadakan pertemuan khusus untuk orang tua mengenai kesiapan sekolah?
10. Apakah Anda mempertimbangkan untuk membangun hubungan positif antara guru dan siswa? Bisakah Anda berbagi pengalaman mengenai pendekatan positif dan lingkungan positif untuk membantu anak-anak senang mengikuti kegiatan sekolah?
11. Apa saja tantangan kesiapan sekolah selama perjalanan Anda sebagai kepala sekolah?

Appendix 8: Parent's Questionnaire Sheet (English)

1. Do you see school readiness is something important for your child?
2. How do you support your child to be "ready to school"?
3. How do guide your students according to school readiness?
4. What is the most crucial intelligent to be developed to according to school readiness? Why ?
5. Do you get comprehend information regarding school readiness?
6. Do you need additional meeting with teacher and school management regarding school readiness?

**Appendix 9: Lembar Questionnaire Orangtua
(Bahasa Indonesia)**

Participant's Data

Nama :

No. Telepon :

Usia :

Pendidikan :

Usia Anak/Kelas :

1. Apakah Anda melihat kesiapan sekolah merupakan sesuatu yang penting bagi anak Anda?
2. Bagaimana Anda mendukung anak Anda agar “siap bersekolah”?
3. Apakah anda memahami mengenai indikator kesiapan sekolah? Apa saja indikator kesiapan sekolah?
4. Apakah pertimbangan usia juga merupakan hal yang penting dalam menyiapkan anak-anak siap masuk SD? Mengapa?
5. Apakah Anda mempersiapkan waktu khusus untuk membimbing siswa sesuai kesiapan sekolahnya?
6. Indikator apa yang paling krusial untuk dikembangkan sesuai kesiapan sekolah? Mengapa?
7. Apakah perlu pertemuan tambahan dengan guru dan manajemen sekolah untuk mendapatkan informasi mengenai kesiapan sekolah?

Appendix 10: Parent's FGD sheet (English)

1. What do you expect from your child to be able to do before she/he enters primary school?
2. What is your perspective on children's readiness to school?
3. How do you expect from teachers with regard to your child?
4. Does the school/ teacher approach meet your expectation regarding school readiness?
5. Do you know about policy in school readiness? How do you know it?
6. What is your opinion about school policy regarding school readiness?
7. How do you support your child's readiness for primary school?
8. How do you participate in school programs with your child?
9. Do you need additional meeting to get involved with school program regarding school readiness?
10. Do you think if your child does not pass the readiness test, he/she should be allowed into primary school?
11. Which aspect of your child's development is most crucial to you, and why?
12. How do you develop child's ability in cognitive, socio emotional, motoric, moral aspect, and language?

Appendix 11: Lembar FGD orangtua (Bahasa Indonesia)

1. Apa yang Anda harapkan dari anak Anda sebelum ia memasuki sekolah dasar?
2. Bagaimana pandangan Anda terhadap kesiapan anak bersekolah?
3. Apa yang Anda harapkan dari guru terhadap anak Anda?
4. Apakah pendekatan sekolah/guru memenuhi harapan Anda mengenai kesiapan sekolah?
5. Tahukah anda tentang kebijakan kesiapan sekolah? Bagaimana Anda bisa tahu?
6. Apa pendapat anda mengenai kebijakan mengenai kesiapan sekolah?
7. Bagaimana cara Anda mendukung kesiapan anak Anda memasuki sekolah dasar?
8. Bagaimana Anda berpartisipasi dalam program sekolah?
9. Apakah diperlukan pertemuan tambahan untuk terlibat dalam program sekolah mengenai kesiapan sekolah?
10. Bagaimana menurut Anda jika anak Anda tidak lulus tes kesiapan sekolah, apakah sebaiknya ia diperbolehkan masuk sekolah dasar?
11. Aspek perkembangan anak manakah yang paling penting bagi Anda, dan mengapa?
12. Bagaimana cara Anda mengembangkan kemampuan anak dalam aspek kognitif, sosio emosional, motorik, moral, dan bahasa?

Appendix 12: Lembar Persetujuan Kepala Sekolah

Thesis Title: **Investigating school readiness: teacher, parents, school perspective and practice**

Investigator : Catur Niasari

University : Universitas Islam International Indonesia, Faculty of Education

Formulir persetujuan/consent form ini adalah lembar persetujuan Kepala Sekolah sebagai partisipasi dalam penelitian. Form ini berisi informasi penting tentang penelitian ini dan prosedur singkat mengenai penelitian ini.

Partisipasi Anda bersifat sukarela.

Harap pertimbangkan informasinya dengan cermat. Jika Bapak/Ibu memutuskan untuk berpartisipasi, maka Anda akan diminta untuk menandatangani formulir ini dan akan menerima salinan formulir tersebut.

Tujuan:

Penelitian tesis ini bertujuan untuk mengetahui praktik persiapan kesiapan sekolah di Taman Kanak-Kanak Negeri. Untuk melakukan hal tersebut penting untuk memasukkan guru sebagai partisipan utama dalam penelitian ini.

Seleksi partisipasi:

Partisipan penelitian ini adalah guru TK B . Pemilihan partisipan didasarkan pada pengalaman kepala sekolah, kesediaan untuk berpartisipasi dalam penelitian, yang nantinya akan membantu untuk mendapatkan persetujuan dari orang tua yang diikutsertakan dalam penelitian.

1. Wawancara

Kepala sekolah/manajemen sekolah dalam penelitian ini akan diwawancarai pada awal dan akhir proses pengumpulan data, memerlukan waktu paling banyak 2 kali. Wawancara ini dimaksudkan untuk menggali kebijakan nasional mengenai kesiapan sekolah, pengalaman, dan tantangan terkait program kesiapan sekolah di lingkungan sekolah. Oleh karena itu, wawancara ini juga bertujuan untuk melakukan triangulasi data hasil survei dan FGD guru.

2. Observasi Sekolah

Interaksi dan lingkungan sekolah akan diamati dan direkam dalam video selama proses ini. Observasi akan fokus pada lingkungan sekolah, peraturan dan kebijakan, alat dan dokumentasi mengenai kesiapan sekolah, program dan interaksi antar warga sekolah

serta interaksi dengan orang tua. Durasi pengumpulan data dapat bervariasi sesuai dengan informasi yang diberikan; oleh karena itu, saya bertujuan untuk melakukan observasi sekolah selama 3 hari.

Durasi:

Penelitian akan dilakukan mulai pada akhir bulan Mei 2024.

Kontak dan Pertanyaan:

Untuk pertanyaan, kekhawatiran, atau keluhan mengenai penelitian dapat menghubungi Catur Niasari (Catur/Caca) 0856044828

Menandatangani formulir persetujuan

Saya telah membaca (atau seseorang telah membacakan untuk saya) formulir ini dan saya sadar bahwa saya diminta untuk berpartisipasi dalam penelitian. Saya mempunyai kesempatan untuk mengajukan pertanyaan dan mendapatkan jawaban yang memuaskan saya. Saya secara sukarela setuju untuk berpartisipasi dalam penelitian ini.

Appendix 13: Teacher Consent Form/ Lembar Persetujuan Guru

Thesis Title: **Investigating school readiness: teacher, parents, school perspective and practice**

Investigator : Catur Niasari

University : Universitas Islam International Indonesia, Faculty of Education

Formulir persetujuan/consent form ini adalah lembar persetujuan guru sebagai partisipasi dalam penelitian. Form ini berisi informasi penting tentang penelitian ini dan prosedur singkat Bapak/Ibu memutuskan untuk berpartisipasi.

Partisipasi Anda bersifat sukarela.

Harap pertimbangkan informasinya dengan cermat. Jika Bapak/Ibu memutuskan untuk berpartisipasi, maka Bapak/Ibu akan diminta untuk menandatangani formulir ini dan akan menerima salinan formulir tersebut.

Tujuan:

Penelitian tesis ini bertujuan untuk mengetahui praktik persiapan kesiapan sekolah di Taman Kanak-Kanak Negeri. Untuk melakukan hal tersebut penting untuk memasukkan guru sebagai partisipan utama dalam penelitian ini.

Prosedur

Seleksi partisipasi:

Partisipan penelitian ini adalah guru TK B TK. Pemilihan partisipan didasarkan pada pengalaman guru (pengalaman minimal 1 tahun), kesediaan untuk berpartisipasi dalam penelitian, yang nantinya akan membantu untuk mendapatkan persetujuan dari orang tua yang diikutsertakan dalam penelitian.

1. Kuesioner/Survei

Kuesioner akan dilakukan pada awal tahap penelitian. Pengumpulan data ini bertujuan untuk menggali informasi awal dari guru. Pada tahap ini guru harus menjawab pertanyaan sesuai dengan tingkat pemahamannya (seperti sangat setuju, setuju, tidak tahu, tidak setuju, sangat tidak setuju). Informasi ini akan membantu peneliti untuk menggali lebih banyak informasi mengenai kesiapan sekolah.

2. Diskusi Kelompok Terfokus

Focused Group Discussion (FGD) akan dilakukan satu kali selama proses penelitian. Tahap ini dilaksanakan setelah survei/kuesioner. Dalam proses ini, guru dapat saling memberikan pendapat dan berdiskusi yang dipimpin oleh peneliti. Durasi FGD sekitar 60 menit.

3. Observasi Kelas

Interaksi belajar mengajar akan diamati dan direkam dalam video selama tahap intervensi. Observasi akan terfokus pada pembicaraan guru, interaksi dan pembicaraan siswa, partisipasi kelas, alat-alat dalam proses pembelajaran, pendekatan guru serta pendekatan pedagogi yang diterapkan oleh guru peserta. Durasi observasi kelas sekitar 1 minggu (5 hari, Senin-Jumat).

4. Wawancara

Guru yang berpartisipasi dalam penelitian ini akan diwawancarai secara pribadi setelah observasi. Wawancara ini dimaksudkan untuk menggali perspektif pribadi, pengalaman, dan tantangan guru mengenai program kesiapan sekolah di ruang kelas. Oleh karena itu, wawancara ini juga bertujuan untuk memperjelas informasi yang diperoleh dari FGD dan observasi kelas.

Durasi:

Penelitian akan dilakukan mulai pada akhir bulan Mei 2024.

Hak Peserta:

Anda boleh menolak untuk berpartisipasi dalam penelitian ini tanpa penalti atau kehilangan manfaat yang menjadi hak Anda.

Kontak dan Pertanyaan:

Untuk pertanyaan, kekhawatiran, atau keluhan mengenai penelitian dapat menghubungi Catur Niasari (Catur/Caca) 0856044828

Menandatangani formulir persetujuan

Saya telah membaca (atau seseorang telah membacakan untuk saya) formulir ini dan saya sadar bahwa saya diminta untuk berpartisipasi dalam penelitian. Saya mempunyai kesempatan untuk mengajukan pertanyaan dan mendapatkan jawaban yang memuaskan saya. Saya secara sukarela setuju untuk berpartisipasi dalam penelitian ini.

Nama Partisipan

Tanda Tangan

Tempat dan Tanggal

Appendix 14: Teacher Consent Form/ Lembar Persetujuan Orangtua

Parents' Consent to Participate

Thesis Title: **Investigating school readiness: teacher, parents, school perspective and practice**

Investigator : Catur Niasari

University : Universitas Islam International Indonesia, Faculty of Education

Formulir persetujuan/consent form ini adalah lembar persetujuan orangtua sebagai partisipasi dalam penelitian. Form ini berisi informasi penting tentang penelitian ini dan prosedur singkat Bapak/Ibu memutuskan untuk berpartisipasi.

Tujuan Penelitian

Penelitian tesis ini bertujuan untuk mengetahui praktik persiapan kesiapan sekolah di Taman Kanak-Kanak Negeri. Untuk itu penting untuk mengikutsertakan orang tua untuk menggali informasi yang komprehensif dalam penelitian ini. Informasi tambahan ini membantu peneliti untuk menyelidiki perspektif orang tua terhadap kesiapan sekolah.

Partisipasi Anda bersifat sukarela.

Harap pertimbangkan informasinya dengan cermat. Jika Bapak/Ibu memutuskan untuk berpartisipasi, maka Bapak/Ibu akan diminta untuk menandatangani formulir ini dan akan menerima salinan formulir tersebut.

Prosedur/Tugas:

Seleksi partisipasi:

Partisipasi penelitian ini merupakan orang tua terpelajar dan terlibat dalam kegiatan sekolah, khususnya orang tua di TK B. Pemilihan peserta didasarkan pada persepsi, pengalaman, dan kemauan orang tua untuk mengikuti penelitian.

1. Kuesioner/Survei

Mengisi kuesioner adalah langkah pertama dalam mengumpulkan data orang tua. Proses ini membantu peneliti untuk mendapatkan informasi awal mengenai persepsi dan pemahaman orang tua. Terdapat 10 pertanyaan dengan pertanyaan terbuka dicampur dengan skala likert (sangat setuju, setuju, tidak tahu, tidak setuju, sangat tidak setuju)

2. Diskusi Kelompok Terfokus

Focused Group Discussion (FGD) akan dilakukan setelah survei/kuesioner. Dalam proses ini, orang tua dapat saling memberikan pendapat dan berdiskusi yang dipimpin oleh peneliti. Durasi FGD sekitar 60 menit.

3. Wawancara

Wawancara individu merupakan pelengkap dan tidak diperlukan jika data dari FGD sudah jelas. Wawancara dimaksudkan untuk mengklarifikasi beberapa pengalaman pribadi dan pemikiran untuk memahami data.

Durasi:

Kajian akan dilakukan mulai bulan April hingga Mei 2024 untuk menyelesaikan prosedur di atas.

Hak Peserta:

Anda boleh menolak untuk berpartisipasi dalam penelitian ini tanpa penalti atau kehilangan manfaat yang menjadi hak Anda.

Kontak dan Pertanyaan:

Untuk pertanyaan, kekhawatiran, atau keluhan mengenai penelitian dapat menghubungi Catur Niasari (Catur/Caca) 0856044828

Menandatangani formulir persetujuan

Saya telah membaca (atau seseorang telah membacakan untuk saya) formulir ini dan saya sadar bahwa saya diminta untuk berpartisipasi dalam penelitian. Saya mempunyai kesempatan untuk mengajukan pertanyaan dan mendapatkan jawaban yang memuaskan saya. Saya secara sukarela setuju untuk berpartisipasi dalam penelitian ini.

Nama Partisipan

Tanda Tangan

Tempat dan Tanggal

Appendix 15 : The Example of Transcripts and Thematic Coding

Apakah persepsi kesiapan sekolah bagi Ibu guru?

Peni: Jadi kesiapan sekolah itu adalah masalah kesinambungan. Dimulai dari bagaimana sekolah menerima anak, kemudian bagaimana orangtua membantu menyiapkan anak untuk siap sekolah. Kemudian bagi pihak sekolah, bagaimanapun kondisi anak siap atau belum siap, seogya guru harus menerima, karena itu sebenarnya adalah tugas guru, orangtua sendiri kesiapannya adalah menyiapkan anak untuk berinteraksi dengan lingkungan sekolah. Kemudian orangtua siap menerima bahwa anaknya ada di lingkungan baru.

Catur: Baik Ibu, jadi kesiapan orangtua untuk percaya pada anak juga penting ya?

Peni: Iya setuju, sangat penting. Saya sendiri lebih berprinsip untuk berupaya memaksimalkan peran saya saat ada di kelas. Saat di kelas apapun yang terjadi saya akan menangani hal tersebut, saya akan keep hal hal yang sekiranya dapat membuat kepanikan orangtua atau ketidaknyamanan anak saat ditegur di rumah. Jika saya sudah maksimal dan perlu bantuan orangtua, saya akan komunikasikan. Kalau dari saya pribadi, mengurangi komunikasi untuk mengurangi konflik. Jadi upaya maksimal saya, karena saya adalah penanggung jawab di kelas. Apapun hasilnya, entah baik atau buruk itu adalah upaya mereka, jadi, saya juga yakin orangtua mempunyai naluri apakah anak ini sebenarnya siap bersekolah.

1. How do teachers and parents conceptualize school readiness?

Teachers

	Transcript	Coding	Themes
Kuesioner			
Ibu Elis (Principal)	Siap sekolah itu yang utama dari usianya terlebih dahulu, dia harus berusia 7 tahun untuk masuk SD.	Maturationalist View	Teacher Perspectives
Ibu Elis (Principal)	Kemudian yang kedua adalah karakter yang dibutuhkan di usia tersebut, jadi bukan hanya baca tulis. Tapi karakter mandiri untuk siap masuk SD.	Independence	Socio emotional competence
Ibu Peni	Jadi kesiapan sekolah itu adalah masalah kesinambungan. Dimulai dari bagaimana sekolah menerima anak, kemudian bagaimana orangtua membantu menyiapkan anak untuk siap sekolah. Kemudian bagi pihak sekolah, bagaimanapun kondisi anak siap atau belum siap, seogya guru harus menerima, karena itu sebenarnya adalah tugas guru, orangtua sendiri kesiapannya.	Role of School, teachers and parents	Holistic Readiness

Parents

	Transcript	Coding	Themes
Wawancara dan FGD			
Mama Fira	Kami melihat anak dari usia sih yang paling penting, Kalau 6 tahun, masih belum matang, kadang kita juga menanyakan ke anaknya.	Maturationalist View	Parent's perspectives
Semua mama	Memang yang utama adalah usia yang matang ya, kami juga mengikuti regulasi sekolah. Meskipun sekarang 6 tahun sudah boleh sekolah SD.	Maturationalist View	