SCHOOL READINESS BASED ON SOCIAL ASPECTS, CAPABILITIES AND INDEPENDENCE

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ABSTRACT

Before entering elementary school, there are several things that need to be considered, among others, related to school readiness in children. Readiness of children to enter Elementary School is the skill that children have to adjust to Elementary School. School readiness is a requirement given by elementary schools to accept new students, although school readiness does not only cover language and cognitive aspects. This type of research is quantitative descriptive which aims to describe the profile of school readiness in children based on three aspects of maturity, namely social skills, adaptability to tasks, and independence. The participants of this study were 24 level B students. Analysis of the data is carried out quantitatively with simple statistical techniques. The data collection tool is a School maturity checklist, which is a derivative of the NST test tool. The results showed that 58% of children were ready to master the aspects of school readiness, but about 42% were in the doubtful and unprepared category.

Keywords: Kindergarten; School Readiness; School Maturity.

INTRODUCTION

Elementary School is a formal education institution at the basic level after attending kindergarten and / or early childhood education that we often hear of PAUD. Government Regulation No. 14 of 2018 concerning New Student Admissions states several things, including: 1) The ability to read, write, and count is not a mandatory requirement for prospective students who will apply to elementary school; 2) 7 years old or at least 6 years old as of July 1 of the current year. Based on this, it can be concluded that the ideal age of a child goes to elementary school which is 7 years, and is not required to master the abilities of a reading, writing, and counting. With this, it should open the minds of basic education institutions and parents especially not to force their children to master reading, writing, and counting skills before entering elementary school.

Hurlock (1999) states that the range of childhood is further divided into two different periods; beginning and end. The initial period lasts from two to six years, while the final period of childhood ranges from six until the time comes when the child is sexually mature, so the beginning of childhood begins as a closing period of infancy;
the age at which practical dependence has been passed, is replaced by the growth of independence and ends around elementary school age.

In general, the development of normal children at the age of seven is ready to learn and has reached a sensitive period to learn academic skills (Supartini in Marwati 2017). However, this is different from the phenomenon in the field which shows that entering the first formal education or elementary school, the community or even the education provider assumes that the child must be able to master reading, writing, and counting rather than starting the learning process. Not a few schools accept students by taking a reading, writing, and counting test. This is also directly proportional to the presumption of parents who assess success in kindergarten schools is to prepare children to be able to reading, writing, and counting before entering elementary school. Another problem arises when there are students who are not old enough to enter elementary school.

At the time of learning, new problems will emerge; some of them must be waited for by parents in the class. In addition, there are some children who are able to count but their motoric skills are still very lacking and need help in writing. Not a few are found, children who just entered school wet their pants because they have not been able to communicate with the new teacher. In line with Sandrina (2015) stated that some of the problems of elementary school age children he handled were issues of independence, concentration, social relations problems, motivational problems, low learning achievement, big and rough writing, mistakenly writing letters and numbers, not reading fluently, etc. Besides that, there are also problems related to parenting patterns including: being easily angry, beating and hurting friends. This is due to the immaturity of children before entering elementary school that escapes so that it impacts not only on academic achievement but also on the social relations of children.

Early childhood often shows different stages of readiness to go through the transition period, especially in terms of cognitive, social emotion, and language skills (Smart in Solfiah 2016). Therefore, the stage of high readiness of early childhood to go through this transition is important because it can improve academic achievement and development of children's behavior in the future. Readiness of children to enter elementary school will be different from one another. This depends on the stimulation given and maturity achieved. Achieving maturity that needs to be considered includes aspects of child development, namely physical and motoric, social, emotional, and cognitive (Jannah, 2015). Motorically the child must be able to sit in the term long time ago, skilled in using hands for writing and other activities. Cognitive maturity of children can be seen from the sharpness of their observations, the ability to distinguish between similarities, differentiate figures and ground. Socially and emotionally children feel comfortable apart from the home environment, parents and accept authority from the teacher and associating with peers.
The characteristics of children who are ready to enter elementary school according to Hurlock (in Mariyati and Afandi, 2016) are children who are physically and psychologically prepared. While Papalia (2010) said that changes towards maturity are indicative of children's readiness, which includes; 1) physical development: coordination between visual that is getting better / sharper and motoric, especially fine morale, is getting better, this is an individual capital in learning to write. 2) Mental processes (cognitive), such as; compare, think categorization, sort, find hidden objects. Have the same memory skills as adults, and develop concepts both in the form of language, and images. 3) social-emotion; socially individuals who are able to adapt to applicable norms, such as; playing with peers and reducing togetherness with parents socially, and emotionally able to regulate expressions and respond to the emotions of others to the extent of being able to verbalize emotions to others.

Maturity test tool that can be used to determine the readiness of children to enter elementary school, one of which is Nijmeegse Schoolbekwaamheits Test or more popular with the term NST. According to Monks, Rost, and Coffie, According to Monks, Rost, and Coffie (in Sulistiyaningsih, 2005), the Nijmeegse Schoolbekwaamheits Test is a non-verbal test used to measure cognitive aspects, social assessment, fine and gross motor skills, and emotional child in elementary school readiness. While in this study, the instrument used to determine school readiness in children is not an NST, but is a derivative or modification of the NST based on the results of observations of teachers in the school towards students. The instruments in this study are called School maturity checklist. Aspects reviewed through the School maturity checklist instrument on this research consist of social skills, adaptability to tasks, and independence.

This research is expected to be useful for science in order to provide additional information about the readiness to enter primary school. In addition, the results of this study can be used as additional information for evaluation of educational curriculum, and for parents of Masyithoh Geparang Kindergarten students in Purwodadi Purworejo District so that they know the readiness child before entering elementary school.

**METHOD**

This study uses a quantitative method approach, where the data analysis is done through simple statistical techniques. The results obtained are descriptions of the readiness of children entering elementary school in terms of the results of teacher observation through the School maturity checklist. The design of this study is divided into four stages, such as:

**Planning**
The activities carried out at this stage are as follows: field problem analysis, preparation of research designs, determination of research sites, and determination of research instruments. The right school. In addition, the lack of understanding of teachers and parents related to aspects that children need to have as capital in elementary schools. So far, parents especially assume that before graduating from kindergarten and before continuing to elementary school, children must master the ability to read, write and count. Based on the results of these assessments, the researchers designed a study that aimed to describe the level of school readiness for students in Masyithoh Geparang Kindergarten.

Furthermore, in this stage the researcher also determines the instruments used for data retrieval. Considering various things, the School maturity checklist was established as an instrument that will be used to see school readiness in children. The reasons for choosing the instrument include considering the time and needs of the school. The school maturity checklist is based on aspects that also exist in the NST. Only the School maturity checklist teacher has an important role as the main resource person to complete the instrument. This method is effective to determine the potential development of students more comprehensively because it is based on the observation of teachers who have known in detail the potential of students, especially in school. In contrast to the NST test tool that directly measures the ability of students only at the time of the test.

Implementation

The place of research was Masyithoh Geparang Kindergarten, having its address at Geparang Village, Purwodadi Sub district, Purworejo Regency, Central Java. The time of implementation was on 12 February 2019. The subject of research was taken using saturated samples where all students were the subjects of the study. The subjects of this study were Masyithoh Geparang kindergarten students who will enter primary school in the 2019/2020 school year with a total of 24 students. At this stage the researcher as the research implementer searches the data through collaboration with the resources at the place of research in this case is the tutor teacher. The implementation of the research uses the School maturity checklist instrument carried out by the researcher with the help of the research assistant and the teaching teacher.

Data retrieval was carried out from 12-14 February 2019. Because in addition to using the School maturity checklist filled with research assistants with the help of teachers, direct observation was also carried out on children to complete the data. The data in this study were obtained from the results of observations from teachers using the School Maturity Checklist, which is a modification of the NST test. School Maturity Checklist consists of 21 numbers grouped into 3 aspects which are related to social skills, adjustments to tasks, and independence. Each the aspect is represented by 7
numbers. The method used to overcome the instrument is filling done by the research assistant with the teacher as the main source because it better understands the condition of the child. Before conducting the assessment, the teacher carried out socialization on the research implementation techniques.

**Data Analysis**

Data analysis was carried out after the researcher got observational data through the School maturity checklist conducted at the research site using simple statistical techniques. The quantitative analysis used in this study was descriptive statistical analysis, namely statistics used in analyzing data by describing or describing collected data. as it is without intending to make conclusions that apply to general or generalizations. This analysis is in the form of accumulation of basic data in the form of descriptions that do not search for or explain each other's relationships, test hypotheses, make predictions or reason reasoning (Suryabrata, 1994).

Descriptive statistical analysis techniques are used, such as: a) Presentation of data in the form of tables or frequency distributions and tabulations. With this analysis, we will find out the tendency of the research findings, whether in the low, medium or high category; b) Presentation of data in visual form, such as histograms, polygons, ogive, bar charts, pie charts, pastel diagrams, and symbol diagrams.

**Evaluation**

All the data that has been analyzed is evaluated so that it is known that the readiness of students to enter elementary school. The data is then socialized to the teacher and guardians of the students by the researchers as consideration in determining the secondary school according to the potential of each child.

**RESULT AND DISCUSSION**

The research process begins with an initial assessment to review needs in the field. In this case there is a need to know about school readiness for Masyithoh Geparang Kindergarten students before in July this year to become students in Elementary School. Furthermore, the researcher determined the instrument that will be used to measure school readiness in Masyithoh Geparang Kindergarten students, namely use the School Maturity Checklist. Students who were the subjects in this study were class B students as many as 24 children. The instrument filling stage was carried out by research assistants with teachers as resource persons, so that this activity was carried out in three days due to limited time. Charging was carried out after the completion of the learning activities, so that when ongoing learning researchers make observations on students.
The School Maturity Checklist contains 21 numbers consisting of three aspects, namely aspects of social ability, work ability and independence. The details of the contents of the instrument are explained in the following table 1:

Table 1. Blue print School maturity checklist

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Number</th>
<th>Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social ability (S)</td>
<td>1</td>
<td>Adaptation of children to the school atmosphere</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Confidence</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Engagement in groups</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Interaction with friends</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Adjustment to class groups</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Adaptation to group rules</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>Adaptation at the start of school</td>
</tr>
<tr>
<td>Workability (W)</td>
<td>2</td>
<td>Adaptation to new tasks</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>Adjustment to group assignments</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Focus on class learning activities</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Interest in learning activities</td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>Focus when learning and playing</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Attention and achievement shown by the child</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Performance improvements</td>
</tr>
<tr>
<td>Independence-Zelfstandigherd(Z)</td>
<td>3</td>
<td>Child's tendency towards mother's figure</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Withdrawing help from the teacher</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>The effort to attract the attention of friends</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Intensity in asking for teacher assistance</td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Ask for teacher attention</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>The need to take refuge in the teacher</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Compliance with teacher's orders</td>
</tr>
</tbody>
</table>

After the test is complete, the next step is to score a score that is giving a value to the instrument that has been filled. Each number has three answer categories, namely a, b and c. Scores for answers A are 0 and answers B and C 1. After giving a score, it can be seen the description of each maturity / readiness in accordance with the existing aspects. Determination of results obtained based on table 2.

Table 2. Categorization of School Maturity Checklist

<table>
<thead>
<tr>
<th>Question Number</th>
<th>ABLE TO SCHOOL</th>
<th>NOT ABLE TO SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 4 – 7 – 10 – 13 – 16 – 19</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
After the score is moved, identification of readiness for each student is carried out. After the results are known, the next step is tabulating the data into the table. In this case a simple statistical technique is performed to obtain a descriptive picture. Data collection (data distribution attached) from the test results is entered in excel to be processed in simple statistics in order to obtain a category and the percentage of students who fall into the category of ready, doubtful and unprepared in each aspect. The results obtained as a whole and based on the aspects presented in figures 1 and 2.

![School readiness](image)

**Figure 1. Results of overall school readiness**
Based on Figure 1, it can be seen the percentage of school readiness in Masyithoh Geparang Kindergarten students. As many as 58% of students are stated to have mature abilities to attend primary school education. Then, as many as 7 students (29.5%) are still doubtful about being able to attend elementary school education. The remaining 12.5% are said to be unprepared. Readiness to attend primary school education in this study is based on three aspects, namely social ability, work ability and independence. In each aspect even the ability of students is still varied. This is illustrated in Figure 2.

In the aspect of social ability, as many as 10 students are known have quite mature social skills. On the aspect of work ability, students who are said to have matured as many as 11 children. Furthermore, in the aspect of independence, there are 12 students already quite mature. This shows that students who are said to be ready for school do not necessarily have maturity in all three aspects after analysis on all aspects; it is known that there are only 5 students who have maturity in all aspects of school readiness. The analysis shows that more than half of the students in Masyithoh Geparang Kindergarten are said to have readiness to go to elementary school.

However, both teachers and parents still need to pay attention to students who still do not have the readiness to attend elementary school as many as 10 students. Stated not ready to show that these students still have deficiencies in certain aspects, so that it should be used as a basis for teachers and parents to continue to develop the potential of children. Even though it is said to be prepared as a whole, but there are also children who in some aspects still need stimulation to develop their abilities.

**DISCUSSION**

School readiness actually covers not only academic knowledge but also includes social, emotional, physical, and intelligence development (California Childcare Health Program, 2006). Research conducted by Denham (2006), regarding social-emotional ability as support for school readiness, confirms that readiness learning a child is shown by positive emotional expression, enthusiasm, and the ability to control emotions and behavior. Therefore, social-emotional readiness needs to be considered in increasing children's readiness to go to school. Another study conducted by Bierman et al. (2008) for preschool children also proves that social-emotional learning also increases children's understanding of emotions, social problem solving, and social behavior. Social-emotional abilities are needed by preschoolers so that children can successfully interact with others, especially with peers (Denham & Weissberg, 2004). A child needs to learn how to communicate well, especially in expressing his emotions appropriately,
overcoming provocation from others, positively engaging with others, and interpersonal relationships (Denham & Weissberg, 2004). The relationship between a child and peers in the preschool period will affect the child's future development.

The aspects of social ability contained in the School maturity checklist consisted of seven aspects, including adaptation of children in the school environment, self-confidence, involvement of children in group games, adjustments to group play rules, adjustments at the beginning of school. Based on the data above, it can be seen that in this aspect of social ability there are still children who are said to be unprepared, namely 8 children, plus 6 children who are still doubtful about their abilities. This shows that more than half of class B students in Masyithoh Geparang Kindergarten still have weaknesses in social skills, so parents and teachers need to provide better stimulation related to this before the child enters elementary school later. Positive relationships with other children make children able to adjust well to school and can achieve satisfactory academic results in elementary school (McWayne, 2003). These studies show that parents have a role in assisting and teaching children how to communicate well so that children can establish positive relationships with their peers.

Furthermore, at this age the child should ideally be able to sit quietly and orderly for quite a long time. Cognitively, the child must be able to understand the teacher's explanation, be able to answer the teacher's questions with understandable words (in Sartika 2011). Children explore through their senses and motoric towards objects around them, and children are able to recognize simple concepts in life day-to-day, and children can also solve simple problems in daily life. This is related to aspects of work ability. In School maturity checklist, the aspect of work ability consists of several indicators, among others, the child is able to adjust to the task he receives, focus on the learning activities in the classroom, interest in learning material, concentration while learning and playing, achievement in learning. In this aspect based on measurement, it is known that the child said to be ready amounts to 11, while the rest are still doubtful and not ready.

Meanwhile, according to Hurlock (1980) mentions one of the things that must be mastered by children before entering elementary school is self-help ability or independence. In this study, the aspect of independence is represented by seven indicators. Some indicators of independence include children who are no longer mother-oriented when in school, the need to be considered, the need for protection from the teacher, compliance with teacher's orders.

Based on the results obtained through the School Maturity Checklist, it is known that children who have shown independence and who are not yet in a balanced amount. This means that TK Masyithoh Geparang students no longer depend on the help of others to take care of themselves. However, teachers and parents still need to practice independence for other children who are not yet skilled. In addition to using School
maturity checklist, this study also uses observations on children's behavior in school as additional data to complement the measurement results of School maturity checklist.

Observations are carried out using a procedure of recording descriptions to describe student behavior as a whole, especially related to aspects of social ability, workability, and independence. Based on observations it is known that there are still some students who are still dependent on the teacher. For example, when students are given assignments, there are children who must be motivated by the teacher to be willing to do their work. But most of the other students already understand the instructions from the teacher and are eager to do their work.

Regarding social skills, most children are able to show positive interactions with each other. There are only a few children who are sometimes embarrassed to join play group activities so that they only observe. Then, when the learning activities take place, there are still a number of children who have not been able to focus on activities, which is indicated by when other children pay attention to the teacher, these students actually invite friends to joke and take a walk in class. Overall there are no special and prominent things related to the behavior of children. Students have been able to show good adaptation with learning activities in school.

CONCLUSION

From the results of research related to the readiness to enter elementary school in Masyithoh Geparang kindergarten students, it can be concluded that most (58%) female students are said to be ready. Readiness based on the School maturity checklist instrument consists of aspects of social ability, work ability, and independence. Already prepared means that it has demonstrated mastery over these aspects. However, if reviewed based on each aspect, not all students who are said to be ready to go to school have mastered all aspects. In this case there are only five students (20%) who are known to show readiness in all aspects. While for other children it still varies in its mastery of the aspects of social ability, work ability, and independence.

Therefore, the suggestion that can be given by the researcher is the need to further study the readiness to enter school which is associated with other factors, such as parenting or teacher competency. In addition, balanced stimulation on various aspects of child development is also needed so that maturity is optimal. Furthermore, learning activities do not only emphasize stimulation that is merely training, but other aspects need to be considered given that optimal development can only be achieved if all aspects of development are stimulated properly.

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