ICoSASTE

UNIVERSITAS NUSA CENDANA

PROCEEDING

of the 3rd International Conference on Science, Applied Science, Teaching & Education (ICoSASTE)

organized by
THE FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES UNIVERSITAS NUSA CENDANA

School in Elementary was different from Preschool: Social School Readiness in East Nusa Tenggara

Beatriks Novianti Bunga[1]* Ayu Patrisia Afi[2] Engelbertus Ngalu Bali[3] Sartika Kale[4] Theodorina Novyani Seran[5] Vanida Mundiarti Credo[6] Gregori Betty[7] Irul Kotidjah[8] Ambara Saraswati Mardhani[9]

[1-8]Lecturers at Early Childhood Education Study Program, Faculty of Teacher Training and Education, Universitas Nusa Cendana, Kupang, Indonesia
[9] Lecturer at Out-of-School Education Study Program, Faculty of Teacher Training and Education, Universitas Nusa Cendana, Kupang, Indonesia

*E-mail: beatriks.bunga@staf.undana.ac.id

Abstract. The ability to socialize and interact is needed by children when entering primary school. Therefore, parents play an essential role in preparing their children. This study aims to determine the readiness of parents in vulnerable families in NTT to prepare children when entering elementary school. This study used an exploratory method involving 25 parents. Interview data was collected for one month in several districts spread across East Nusa Tenggara. The interview process was conducted in person and via Zoom for 30 minutes. This research resulted in 4 major themes, namely how children greet teachers, talk about differences in the school environment, respect teachers, and do not cry or fight at school. The results of this study show that parents always play a role in helping their children prepare for the new learning environment.

Keywords: *School readiness, Social readiness, Parenting, Social-emotional, School transition.*

1. Background

The ability to socialize and interact is a readiness for children when entering primary school (SD) (Susan et al., 2010; Jose et al., 2020). Early children with emotional and social maturity will usually not experience problems when entering elementary school. Teachers mark this social-emotional maturity with positive emotional expression, enthusiasm, and the child's ability to regulate emotions and behavior (Susane, 2006). Social-emotional skills are an essential aspect often overlooked in parents' preparation for the primary school stage of education. Social skills, such as the ability to interact with others, understand social rules, and manage emotions, are essential foundations for children to succeed (Rachman & Cahyani, 2019). Research conducted by Magdalena (2013) states that social readiness is one of the vital factors to ensure children's success in a new learning environment.

On the other hand, socially unprepared children often experience difficulties in adapting, children feel awkward and uncomfortable in social interactions, and even experience behavioral problems. Good social skills are essential things that children must have when entering elementary school. To prepare children's social skills to enter elementary school, parents need to train children to get used to interacting with new environments and have a brave attitude, a sense of responsibility, and respect for others. Children with good social readiness tend to adjust more quickly to the new school environment.

Preparing children to enter primary school means preparing children to have the competencies that they need when entering school so that children can adapt and succeed later (Rahmawati et al., 2018). Given the importance of children's social-emotional maturity during the PAUD period, researchers suggest that schools have their measurement tools to evaluate the condition of children's social-emotional abilities to assess children's school readiness to a higher level, namely elementary school (Susan et al., 2010). Skibbe (in SOYDAN & Sema, 2017) emphasizes that school readiness is not only about physical readiness but also about children's developmental traits, such as social skills, general knowledge, cognitive skills, and language proficiency, which all play a role in determining children's readiness to start formal education. Preparing children to enter school aims to prepare children so that the transition from early childhood to primary school takes place safely and smoothly. At the primary school level, there are many different demands, such as more extended learning activities, demands for children to be quiet and focus on listening to the teacher, increased routines at school, less time for rest and play, changes in relationships between teachers and children, and changes in relationships with classmates (Magdalena, 2013). So, it is essential to prepare children to adapt well later.

Unfortunately, children's readiness to enter primary school is often described by teachers and parents as the child's ability to learn to read and write. Parents tend to ignore children's social readiness. Children are required to have academic skills before entering primary school. This is why many preschool children in Indonesia are enrolled in literacy programs to accelerate their academic skills (Roman, 2018). Parents and teachers consider this ability a prerequisite for readiness for primary education and a standard for admission to favorite schools (Fridani & Agbenyega, 2013).

2. Literature Review

 "school readiness" refers to a child meeting the requirements to successfully transition from preschool to formal school education (Cuskelly & Detering, 2003). According to Janus & Offord (2007), this includes a child's ability to respond to school tasks. Snow (2010) adds that school readiness reflects a child's level of competence when starting formal education, which plays a vital role in their future success. Aspects of school readiness generally include social and academic skills that are considered essential for children's learning preparation. In addition, school readiness is also helpful as an early predictor of children's educational performance. It relates to the level of minimum development necessary for a child to cope with the demands of learning at school, including cognitive, social, and emotional aspects (Mashburn et al., 2016). Thus, it can be concluded that school readiness is a condition in which a child meets the necessary competencies when entering formal education, which plays a role in their success in the school environment.

A child's readiness in the context of the school covers a variety of essential aspects, including physical health and being able to pay attention to personal hygiene according to their age, the ability to regulate their social and emotional well-being, the ability to communicate well with adults and peers, and the ability to express their needs and feelings appropriately. In addition, readiness also involves a sense of interest in and engagement with the environment around her, including motivation to learn and develop, good sensory-motor skills, knowledge and logic, and the ability to adapt to the classroom environment.

Janus and Offord (2007) divide school readiness into five main domains, namely physical health and well-being, motor skills, social competence, emotional maturity, and language and cognitive development. The physical health and well-being domain involves sensory-motor readiness for children's health to enter the learning environment, including movement skills, fine motor skills, and physical independence. Social competence includes the child's ability to cooperate and communicate with others, obey rules, and demonstrate curiosity and problem-solving skills. Emotional maturity includes good social behavior, adaptive behavior, and managing emotions and anxiety. Meanwhile, the development of speech-language skills consists of the child's ability to use language correctly, aspects of speech, storytelling and mathematical logic, and interest in learning.

3. Methodology

3.1 Research Design

This research uses a qualitative method with a descriptive approach. Qualitative research produces descriptive data in the form of written or spoken words from people and behaviors observed from the phenomena that occur (Bogdan and Taylor in Suwendra, 2018). This is based on the fact that this study aims to descriptively describe the role of parents in preparing children's social skills when they enter elementary school.

3.2 Research Procedures
a. Research Setting
The research was conducted in East Nusa Tenggara Province in areas with vulnerable families, namely Kupang District, Ende District, East Manggarai District, Ngada District, and Southwest Sumba District. Kupang district, Ende district, East Manggarai district, Ngada district and Southwest Sumba district were selected.

b. Participants
The participants in this study were parents in Kupang District, Ende District, East Manggarai District, Ngada District, and Southwest Sumba District. Participants were selected using purposive sampling. Purposive sampling is a non-random sampling method in which the researcher selects samples intentionally by determining specific identities that are by the research objectives (Lenaini, 2021). The criteria used in this study are parents aged 20-40 years who have children ready to enter elementary school and families who live in vulnerable environments such as poverty. The participant selection process was carried out by contacting partner schools. We managed to contact seven partner schools, namely three schools from Kupang Regency and one partner school from Ende Regency, East Manggarai Regency, and Southwest Sumba Regency. There were 25 participants, namely 3 participants each from Ende, East Manggarai, and West Sumba districts, and 13 people from Kupang district.
Furthermore, of the 25 participants, 7 were male parents, and 18 were female parents. Participants came from different educational backgrounds, from elementary school to stratum 1. Their average occupation was a farmer (10 people), housewife (12 people), PAUD teacher (1

person), honorary worker (1 person), and entrepreneur (1 person). Of the total 25 participants we contacted, all of them were willing to be interviewed.

Table 1. Participant Criteria

Criteria	District					Sex		Age			Accupation				
	Kabup	Kabup	Kabup	Kabup	Kabup	Male	Female	20 – 30	31 – 40	41 – 45	Farmer	Hauseh	Teache	Honore	Wirasu
People	13	3	3		3	7	18	9	12	4	10	12	1	1	1

c.   Data Collection Technique

The data collection technique used in this research is an in-depth interview technique for parents to prepare their children to enter elementary school. In-depth interviews, where researchers explore information in depth by asking questions freely by paying attention to the guideline questions prepared in advance so that the atmosphere is lively and carried out often (Huberman & Miles, 1992). The questions asked by the researcher aimed to explore information about the things prepared by parents when preparing their children to enter elementary school. Interviews were conducted directly for parents in Kupang district because the location was reachable and via Zoom with parents of Ende district, East Manggarai district, Ngada district, and Southwest Sumba district. Before the interview, the researchers made an appointment first. Data collection was carried out for one month. Before the interviews, the research team conducted ethical research by the required moral standards. The interview was conducted for approximately 30 minutes. Before starting the interview, the researcher explained the research topic to be discussed, the purpose of conducting this research, and discussed the questions that would be given. The author used interview guidelines as a tool or instrument in the study. There are two basic interview guideline questions, namely, what do parents think school readiness is? In collecting interview data, the researcher used a cellphone as a voice recorder and a notebook to record important things obtained during the interview. The results of the interviews were written in the form of interview transcripts. Transcript writing was done after each interview by re-listening the recorded interviews and writing them down in typed form. The interview transcripts were then submitted to the team leader.

d.   Data Analysis

The author analyzed and organized the raw data collected in the form of interview transcripts. I collected 25 interview transcripts in 1 month. The next step is for the author to read the data that has been collected to find out what data sources I have obtained with understanding the data that has been received. The author conducted coding with the supervisor and classified it into themes. Then, the themes obtained are used to create research titles. The author formulates several indicators that want to be seen from parents related to parents' social readiness when children enter elementary school, namely: 1) how children greet teachers, 2) tell about the conditions of the new school environment, 3) respect teachers 4) do not cry or fight at school.

4.   Results

Readiness in this study is the preparation, completeness, and role of parents in preparing children to enter elementary school, both in children's social readiness, such as actions or things that children will do when entering a new school environment. The role of parents is to inform children about how the new school environment is different, how children greet teachers, how children respect teachers, and teach children not to cry or fight in a new school.

Based on the results of interviews, parents revealed that children's social-emotional development is essential to pay attention to; children must be trained and taught how they can manage and express their feelings when at school later. This is evident from the expression of a parent with the initials YT who said, "Beta su often says to my younger brother that elementary school to sonde pi ko learn na jump left jump right to the PAUD. In elementary school, everyone learns to sit quietly on their benches, and there is no crying in PAUD. Apale cried to ask to go home. At home, I promised them that in elementary school, they must learn well because in elementary school, it is the same as in preschool. Because when you get to school, your teacher will give you homework and you will get 100 points, and you will get money. Ketong appreciates his work at school by giving him pocket money, and if he does not have the money, he will give him another gift. I will cook his favorite food or take him for a walk with his cousins."

Mrs. K said that giving direction and advice to children before entering primary school is very important. Because then we parents can train children to get to know the new school environment first and also learn how children behave and interact with friends and teachers at school later. "I promise him that until elementary school, he will be naughty to the elementary school teacher, just like the early childhood teacher who can still jump up and down when learning. In elementary school, you learn to sit still and run around. So you have to sit down and listen to the teacher, start giving less, that is naughty already. You cannot call for a long time - you must be quick." (KT's mother).

When children first enter school, the social aspects of children are still challenging to adapt to; many children still do not have social readiness, children still run around in class, and sometimes suddenly get angry when they understand the intentions and tasks given by the class teacher, etc. Because this often happens, as a parent, the child's social readiness is critical. Because this often happens, as parents, before entering elementary school, they must teach children manners, courtesy, and respect for their elders. This is evident from the expression of a father with the initials Y who said, "I often teach about manners, courtesy, ethics, e, getting along with friends, maybe meeting older people should be how that. As for manners, I often teach them to be polite to parents or guests who come to our house; we must be polite e, then e, when we meet people, we must e, greet them."

5. Discussion

Children's school readiness is a vital aspect because it not only affects their learning achievement in an educational environment but also determines their success in the future. Factors that influence children's school readiness include the environment in which they live and grow. NTT is one of the provinces with many vulnerable environments, which can affect how parents care for and prepare their children for primary school. Social readiness is one form of support for vulnerable families in NTT in preparing their children for primary school. The research data shows that children's social readiness can be seen in children being more independent, children being able to interact with the new school environment, doing the activities they want, being responsible, and respecting teachers and friends. Children with a low level of school readiness when starting education are more likely to experience difficulties at school because they face challenges in behavior and social skills (Connell & Prinz, 2002).

To support social readiness, the role of parents is needed in motivating children, teaching children how to interact well with friends and teachers in a new school environment, telling how the situation and conditions of the new school environment are so that children are not surprised by the differences between the new and old school environments, teaching children to appreciate and respect teachers, and also parents must teach children to be able to express their emotions when in a new school environment such as telling children not to fight and cry when in a new school etc. This is one form of support for the social readiness of vulnerable families in NTT to prepare children to enter elementary school.

Social skills tend to be higher among individuals from collective cultures. This is due to the values the culture emphasizes, such as respecting parents, being humble, and prioritizing harmony in relationships. Islamy et al. (2020) said that the formation of children's social behavior instilled by parents is collective. Parents in collective cultures often emphasize and reinforce these values to their children. In regions like East Nusa Tenggara, parents usually better prepare their children by instilling these social values early on. They teach their children to respect their elders, behave politely, and show humility and willingness to negotiate or give in to reach a mutual agreement. This is an integral part of shaping children's social skills in the new learning environment, where parents continue to instill these values in children to prepare them.

In addition to collective culture, low socioeconomic conditions affect children's social readiness to enter primary school. Atika Rasyid (2018) explains that socioeconomic status affects children's social skills. Families with low socioeconomic conditions may need help providing the necessary school books and equipment. Despite coming from a family with low economic conditions in NTT, parents always provide good understanding to children in the community. Parents constantly instill high social values in their children, such as respect for elders, good manners, etc. This is very beneficial for children in developing their social skills. This is very beneficial for children in developing social skills. In addition, the child will be better prepared when entering elementary school with a new learning environment.

The high religious values in NTT communities contribute positively to children's social readiness to enter primary school. Spiritual values, such as love, care, and mutual respect, often guide parents in educating their children. This can create a supportive environment for children to develop the social skills needed to cope with a new learning environment. The figures of teachers and pastors in the eyes of NTT communities greatly influence children's social readiness to enter primary school. Parents always use teachers and pastors as models in educating their children. Teachers and pastors are often regarded as good companions and advisors for children. The critical role of parents is constructive in preparing children to enter the new school environment. Providing emotional support, information, and guidance helps children to feel more prepared and confident to face changes and challenges in the new school environment.

6. Recommendations

The limitation of this research is the limited number of respondents, especially in representation from various districts in East Nusa Tenggara (NTT). It is recommended for future researchers to increase the number of participants to include a better representation of different regions in NTT so that the research results can be more representative and have greater diversity. This research also found several exciting themes, such as cultural readiness, so it is recommended that future research look at other aspects of school readiness. It is hoped that the results of this research will add interesting information about social readiness, which is a priority in NTT society.

References

[1] Atika, A. N., & Rasyid, H. (2018). Dampak status sosial ekonomi orang tua terhadap keterampilan sosial anak. Pedagogia : Jurnal Pendidikan, 7(2), 111–120. https://doi.org/10.21070/pedagogia.v7i2.1601

[2] Connell, C. M., & Prinz, R. J. (2002). The impact of childcare and parent–child interactions on school readiness and social skills development for low-income African American children. Journal of School Psychology, 40(2), 177-193.

[3] Cuskelly, M., & Detering, N. (2003). Teacher and student teacher perspectives of school readiness. Australasian Journal of Early Childhood, 28(2), 39-46. https://doi.org/10.1177/183693910302800208 Faqumala, D. A., & Pranoto, Y. K. S. (2020). Kesiapan anak masuk sekolah dasar. Penerbit NEM.

[4] Fridani, L. & Agbenyega (2013). The International Handbook of Cultures of Education Policy Comparative International Issues in Polict-Outcome Relationship. France: Béatrice Boufoy Bastick.

[5] Huberman, & Miles. (1992). Teknik pengumpulan dan analisis data kualitatif. Jurnal Studi Komunikasi Dan Media, 02(1998), 1–11.

[6] Islamy, A., Lestari, D. P., Saihu, S., & Istiani, N. (2020). Pembiasaan ritualitas kolektif dalam pembentukan sikap sosial religius anak usia dini (Studi Kasus Di Tk Islam Az Zahra, Kebayoran Baru, Jakarta Selatan). Educandum, 6(2), 175–181. https://doi.org/10.31969/educandum.v6i2.402

[7] Janus, M., & Offord, D.R. (2007). Development and psychometric properties of the Early Development Instrument (EDI): A measure of children's school readiness. *Canadian Journal of Behavioural Science, 39*, 1-22. https://doi.org/10.1037/CJBS2007001

[8] Jose, K., Banks, S., Hansen, E., Jones, R., Zubrick, S., Stafford, J., … & Taylor, C. (2020). Parental perspectives on children's school readiness: an ethnographic study. Early Childhood Education Journal, 50(1), 21-31. https://doi.org/10.1007/s10643-020-01130-9

[9] Kyle L. Snow. (2006). Measuring school readiness: Conceptual and practical considerations. Early Education and Development, 17(1), 7-41. https://doi.org/10.1207/s15566935eed1701_2

[10] Lenaini, I. (2021). Teknik pengambilan sampel purposive dan snowball sampling. Historis: Jurnal Kajian, Penelitian dan Pengembangan Pendidikan Sejarah, 6(1), 33-39.

[11] Magdalena, S. M. (2013). Social and emotional competence-predictors of school adjustment. Procedia - Social and Behavioral Sciences, 76, 29–33. https://doi.org/10.1016/j.sbspro.2013.04.068

[12] Mashburn, A. J., & Pianta, R. C. (2006). Social relationships and school readiness. Early education and development, 17(1), 151-176.

[14] Rachman, S. P. D., & Cahyani, I. (2019). Perkembangan keterampilan sosial anak usia dini. (JAPRA) Jurnal Pendidikan Raudhatul Athfal (JAPRA), 2(1), 52–65. https://doi.org/10.15575/japra.v2i1.5312

[15] Rahmawati, A., Tairas, M. M. W., & Nawangsari, N. A. F. (2018). Profil kesiapan sekolah anak memasuki sekolah dasar. JPUD - Jurnal Pendidikan Usia Dini, 12(2), 201–210. https://doi.org/10.21009/jpud.122.01

[16] Rohman, S. (2018). Membangun budaya membaca pada anak melalui program gerakan literasi sekolah. TERAMPIL: Jurnal Pendidikan dan Pembelajaran Dasar, 4(1), 151-174.

[17] Susan M. Sheridan , Lisa L. Knoche , Carolyn P. Edwards , James A. Bovaird & Kevin A . Kupzyk. (2010). Parent engagement and school readiness: effects of the getting ready intervention on preschool children's social–emotional competencies, Early Education and Development, 21(1), 125-156. https://doi.org/10.1080/10409280902783517

[18] Susanne A. Denham (2006) Social-Emotional Competence as Support for School Readiness: What Is It and How Do We Assess It?, Early Education and Development, 17(1), 57-89, https://doi.org/ 10.1207/s15566935eed1701_4

[20] Suwendra, I. W. (2018). Metodologi penelitian kualitatif dalam ilmu sosial, pendidikan, kebudayaan dan keagamaan. Nilacakra.

[21] SOYDAN, B., & Sema, S. (2017). Some variables predicting the school readiness of preschool children. Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 50(1), 189–208. https://doi.org/10.1501/egifak_0000001392

[21] UNICEF. (2012). School Readiness: a Conceptual Framework, New York: UNICEF Education Section.

The Proceedings of the International Conference on Science, Applied Science, Teaching & Education (ICoSASTE)

This book is a comprehensive collection of peer-reviewed research papers and presentations from the annual ICoSASTE conference. This multidisciplinary compilation spans diverse topics, including fundamental and applied sciences, engineering and technology advancements, innovative educational practices, and interdisciplinary studies. Highlighting novel teaching methods and cutting-edge scientific research, the proceedings foster a deeper understanding of various phenomena and promote international collaboration. Accessible in both print and digital formats, this resource is invaluable for researchers, educators, policymakers, and practitioners seeking to stay updated on the latest trends and advancements in science, applied science, and education.