STUDENTS' LEARNING READINESS FROM KINDERGARTEN TO PRIMARY SCHOOL

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Abstract

Building children's readiness for learning during the transition from Early Childhood Education (ECE) to Elementary School (ES) will help children adapt to the new school environment and will influence their subsequent learning process. This study aims to (1) analyze children's learning readiness from a psychological perspective, and (2) to identify effective strategies to support their transition from early childhood education to elementary school. This qualitative research employed interviews and observations of three early childhood participants (ages 6-8) identified as having high (NA), medium (RA), and low (RD) learning readiness based on indirect questionnaires from 19 first-grade students. The secondary data were obtained from two classroom teachers and the school principal. This study utilized source triangulation (participants, parents, and teachers), technique triangulation (observation and interviews), and time triangulation. The findings indicate that the aspects of physical development and health, approaches to learning, cognition and general knowledge, language and early literacy, and social and emotional development vary among the three respondents. Effective strategies applied to respond to children's learning readiness is focusing on improving the quality of learning by aligning the concepts of early elementary school learning with those of ECE through enjoyable learning processes, instructional adjustments, and parental involvement in the ECE-ES transition. This study provides insights for parents, teachers, and educators in preparing children for the transition, emphasizing cognitive aspects, physical, and socio-emotional aspects. Additionally, recommendations are made for schools regarding the provision of enjoyable learning experiences for students, facilitate teaching at the right level, and ensuring students are well-prepared for subsequent stages of learning through parent involvement.

Keywords: *Learning Readiness; Psychological Perspective; Multidimensional Theory*

Abstrak

Membangun kesiapan belajar anak pada masa transisi PAUD ke SD tidak hanya terkait aspek kognitif, namun juga pada aspek biologis dan sosioemosi untuk membantu anak beradaptasi dengan lingkungan sekolah baru, dan mempengaruhi proses belajar selanjutnya. Tujuan penelitian ini adalah, (1) menganalisis kesiapan belajar anak dalam masa transisi PAUD ke SD dalam perspektif psikologi dan (2) mengidentifikasi strategi yang efektif dalam merespon kesiapan belajar anak pada masa transisi PAUD ke SD. Penelitian ini merupakan penelitian kualitatif, dengan teknik wawancara dan observasi pada sumber data primer yaitu 3 anak usia kanak-kanak awal (usia 6-8 tahun) yang teridentifikasi memiliki kesiapan belajar yang tinggi (NA), sedang (RA) dan rendah (RD) berdasarkan angket tidak langsung pada 19 siswa kelas I. Data sekunder dalam penelitian ini adalah significant other yaitu 2 guru kelas dan Kepala Madrasah Ibtidaiyah (MI). Penelitan ini menggunakan triangulasi sumber (partisipan, orang tua, dan guru), triangulasi teknik (observasi dan wawancara), dan triangulasi waktu. Hasil penelitian menunjukkan bahwa aspek physical development and health, approachest to learning, cognition and general knowledge, language and early literacy, social and emotional development, secara umum bervariasi antara ketiga responden NA, RA, RD. Strategi efektif yang diterapkan untuk merespon kesiapan belajar anak pada masa transisi PAUD ke SD yaitu, sekolah fokus pada peningkatan kualitas pembelajaran dengan mendekatkan konsep pembelajaran di SD kelas awal dengan konsep pembelajaran PAUD, melalui proses pembelajaran yang menyenangkan, modifikasi perangkat pembelajaran, dan kemitraan orang tua. Implikasi dari penelitian ini, yaitu memberikan pemahaman pada orangtua, guru dan para pendidik dalam mempersiapkan masa transisi anak baik aspek kognitif, fisik, maupun sosioemosi. Selain itu rekomendasi diberikan pada sekolah dalam mendorong pembelajaran bermakna, adaptasi pembelajaran sesuai kebutuhan anak, dan dukungan orang tua dalam mewujudkan pembelajaran yang sesuai dengan kebutuhan anak.

Kata Kunci: Kesiapan Belajar; Perspektif Psikologi; Teori Multidimensional

Introduction

School readiness is a crucial issue for children's development and success both in school and in life. According to Williams & Lerner (2020), children with adequate school readiness tend to achieve better academic performance. School readiness in early childhood focuses on children preparing to enter elementary school, and those who undergo proper preparation are more likely to adapt well in elementary school (Khalawati et al., 2023). The smooth transition to elementary school is strongly supported by the family and the school which are essential for the child's learning process moving forward. There are three factors are necessary for facilitating the transition in early childhood education: emotional maturity of the child, parental support, and school readiness, which includes facilities, learning environment, and teachers' competence in managing the classroom (Sukatin, 2021). Another research states that school readiness encompasses the child's individual readiness, the school's readiness to accommodate the child, and the family's and community's ability to support the child's optimal development (Saputri & Risnawati, 2024).

Parents have an important role in preparing children for learning (Putri, 2022). Previous study found that parents take an important role in supporting students' school readiness (Putri, 2022). Parental support is needed not only as a companion in learning but as a partner in implementing school program (Nahdi et al., 2020). The transition between educational grades is a critical period for children, parents, teachers, and schools. Based on the regulation of Ministry of Education and Culture Number 0759/C/HK.04.01/2023 about school transition from kindergarten to primary school (2022), the learning process should consider students' learning need from early childhood to early grade at primary school.

School readiness results from the interaction between the child and various cultural and environmental factors, building the foundational skills needed for lifelong learning. It is not meant to categorize children as ready or not, but rather to ensure that every child is granted the right to develop foundational abilities at any grade level. Thus, school transition is an integral part of the learning process. Whether transitioning from home to school or between school levels, these early experiences are educational in nature. When children experience these transitions appropriately according to their developmental stage, it provides emotional support and helps them optimize their learning. In the long term, this transition period prepares children to face the complex and ever- changing realities of life.

A child's ability to adapt when entering school helps overcome intellectual, socio-emotional, and behavioral developmental challenges. The ability to manage the transition during the first year of school has long-term implications for growth, learning, and adaptability in future schooling, as well as the child's lifelong learning process (Correia & Marques-Pint, 2016). The social-emotional maturity helps children build a strong foundation for their future emotional well-being. This approach known as neuroeducational affected students' readiness to learn (Candra, 2025). Learning readiness is influenced not only by academic factors but also by social and emotional aspects that determine successful adaptation in elementary school. Readiness to learn is closely related to maturity.

Further research found that challenges in building children's readiness for learning tend to be linked to cognitive aspects (Faqumala & Pranoto, 2020). Many parents still believe that cognitive skills are the sole predictor of a child's success. The research that focused on

Indonesian children's readiness for elementary school shows that children's readiness for elementary school in Indonesia is perceived dominant in the academic domain (Annisa et.al, 2018). However, a child's readiness, especially social and emotional development, is equally important and must be prepared before entering elementary education. Another issue is that children who are overly pressured to focus solely on academic readiness often develop low self-confidence, which, in the long term, can lead to academic failure (Jumasrin, 2020).

Psychological studies explain that the brains of young children up to the age of 8 are undergoing rapid development, particularly in the areas responsible for emotions rather than thinking. Therefore, the focus of early childhood development should be on optimizing foundational skills rather than solely emphasizing cognitive abilities. It is essential for all parties involved in the child's development, including parents, teachers, and the child's play environment to provide meaningful learning opportunities through play, both during Early Childhood Education (ECE) and in the early stages of Elementary School (ES). Therefore, to help children meet academic expectations and develop positive behavior, elementary school teachers, especially those in early grades, must understand the importance of providing appropriate guidance during the transition period. Teachers need to grasp various aspects of school readiness when children enter elementary school, including physical health and well-being, social competence and emotional maturity, language development, and cognitive development. Factors influencing learning readiness include physical, psychological, and learning process readiness (Pairin, 2019).

Research shows that children's psychological readiness is interconnected with readiness in all areas of development, reflecting the complex interplay of biological, cognitive, and socio-emotional processes (Santrock, 2010). Based on psychology perspective, school readiness refers to the necessary developmental achievements that support children's success in learning (Azizah et.al 2024). These developmental achievements include physical, motor, cognitive, social, and emotional growth. Another research reveals that children who attended preschool were better prepared, making it easier for them to adjust and follow lessons in subsequent educational levels compared to those who did not attend preschool (Quirk et al., 2016). This study is a brief psychometric report that examined the correlation between childrens' social emotional and cognitive readiness with students' academic and social-emotional outcomes 6 years later. The study indicates that readiness for elementary school is also influenced by children's participation in Early Childhood Education ($p < .05$). Although this study yielded importants findings regarding to the long-term predictive of students' success, but the results have not informed the intervention ways might influence students' academic and social-emotional development. Moreover, another research noticed that educational interventions work best when learner readiness is noted and learner readiness strategies if embedded within instruction can enhance learners' capacities and skills (Kartal, 2019).

Based on those previous researchs, a deeper examination of children's readiness during the transition from early childhood education to elementary school is needed to provide appropriate intervention recommendations for optimizing foundational skills from a psychological perspective. This is because children in this transitional age rely more on the brain's "feeling" function rather than the development of cognitive abilities. Therefore, this research aims to analyze children's readiness for learning during the ECE to ES transition from a psychological perspective and to analyze the effective strategies in responding to children's learning readiness.

Research Methods

This research was conducted in the real and natural context based on the phenomena of the importance of learning readiness as the predictor factor in achieving students' success. The qualitative design was selected because qualitative study can produce rich and in-depth descriptions of issues or phenomena faced by individuals or social groups (Creswell & David, 2018; Yin, 2011). This research employed a qualitative method focusing on three children with different levels of learning readiness. Data were collected through interviews and observations, with additional insights from teachers and the school principal. The participants were three early childhood participants at grade 1 identified as having high learning readiness (represented by student named NA, 7 years and 5 months old), medium learning readiness (represented by student named RA, 7 years old), and low learning readiness (represented by student named RD, 7 years old). The selection of these three children was based on indirect questionnaire results from 19 first-grade students who had previously completed early childhood education and continued to Madrasah Ibtidaiyah (MI-Islamic elementary school) Badrussalam Surabaya. The teacher guide students in understanding the questionnaire, then it is filled by students. Research instruments, including interview and observation guides, were developed by the researchers based on Santrock's theory of psychological readiness, covering aspects of physical development and health, social and emotional development, approaches to learning, cognition and general knowledge, and language and early literacy (Santrock, 2022). The observation conducted in 8 weeks to record students' performance during learning particularly to observe students' cognitive and social-emotional development. Meanwhile, the interview tends to gain data related to teachers' strategy in deve

Secondary data in the study included significant figures such as the head of the Madrasah Ibtidaiyah and two classroom teachers who implemented the "Kurikulum Merdeka-Independent Curriculum". This curriculum's learning outcomes, designed for early childhood (foundation phase), were continuously applied to first-grade students through the learning goals of Phase A. Data from different sources (teachers and school principal) were collected through semi-structure interview, lasted during an hour for each session. The total focal teachers were 2 teachers who met the criteria: (1) be experienced in teaching at the elementary school, (2) currently teaching Grades 1 or 2, (3) understand the concept of students' development

The data analysis technique followed several stages: data condensation (coding), data presentation, verification (preliminary conclusions), analysis, and interpretation (Miles et al., 2014). The data is compared to identify recurring themes and discrepancies, ensuring a comprehensive understanding of learning readiness. Data analysis used thematic analysis within a qualitative framework. All interview data were recorded in audio form and then transcribed. The interview data were analyzed thematically. The first step involved replaying the interview recordings to listen to voice modulations and word emphasis. Next, the final transcript was read repeatedly to gain deeper understanding. The responses to each interview question were then analyzed to identify and categorize concepts, followed by coding. The axial coding was employed involves organizing and connecting codes to reveal patterns within data. The final step involved drawing conclusions and conducting member checks through triangulation by confirming the data with informants to ensure data validity. Triangulation was employed through source triangulation (respondents, parents, and teachers), technique triangulation (observation and interview), and time triangulation.

Result and Discussion

In this study, children's learning readiness during the transition from ECE to ES was explored through data from student enrollment records, interviews about the orientation period during the first two weeks, and observations of the learning process. At the start of the academic year, MI Badrussalam conducted a two-week orientation program to introduce the learning environment to new students. During this period, the school also conducted an initial assessment of students' learning preferences using instruments to identify multiple intelligences, learning styles, and learning difficulties.

In addition to these assessments, the school identifies learning difficulties, distinguishing between pre-academic and academic learning challenges. Pre-academic learning difficulties include motor and perceptual disorders, cognitive learning difficulties, language learning disorders, and social behavior adjustment issues. The results of these assessments were processed and mapped into student profile data that represents students' development as follows.

Students' Learning Readiness: Motor and Physical Development

Physical readiness is closely related to children's health, nutrition, and overall physical growth, while psychological readiness pertains to intelligence, memory, fulfillment of children's needs, learning motivation, and concentration abilities. Availability of books and various learning resources constitutes material readiness. Thus, physical readiness is related to bodily conditions, psychological readiness to intelligence, and material readiness to learning tools and resources.

According to interviews with first-grade teachers, there were no physical developmental delays among the students. Their gross motor skills, fine motor skills, and tactile movement abilities were functional, allowing them to explore various objects in their surroundings. The research findings indicate that the physical development and health of NA, RA, and RD are generally healthy and active for their age. NA shows the ability to sit still during lessons and can hold a pencil correctly. In contrast, RD frequently leaves and re-enters the classroom, disrupting peers, while RA appears less enthusiastic about writing activities. However, the children identified as slow learners and those with Attention-Deficit Hyperactivity Disorder (ADHD) did not exhibit motor skill development issues but did face challenges in their social development. The school database on student profiles shows that all MI Badrussalam students graduated from ECE. In terms of foundational skills, including pre-literacy, pre-numeracy, and socio-emotional development, the children are generally ready to begin elementary school, except for three students with special challenges.

In terms of learning readiness from the perspective of physical development and health, early childhood is a period of growth and development. Physically, the children's height and weight increase, and their muscle strength improves. This growth continues as the children progress through elementary school. Students' motor skills, including gross motor, fine motor, and tactile movement, enabled them to explore various objects in their environment. The initial physical development assessment indicated that the children were healthy, with no major health complaints, and were able to stand, run, and walk to their learning space. According to Harold, motor skills correlate with readiness to learn in school, deficits in this area can hinder a successful transition from kindergarten to primary education (Pagani & Messier, 2012). Inline with previous study that the incorporation of motor skills is a part of school readiness profiles (Kamphorst et.al, 2021).

However, students identified with specific challenges such as slow learning and ADHD showed no physical motor development issues but faced difficulties in social development.

These special students were identified when teachers mapped students' profile. There were two students with ADHD and one student identified as slow learner. The two students with ADHD exhibited socio-emotional developmental delays and limited reading ability, restricted to two-syllable words. The slow learner struggled with reading and frequently cried during lessons, which affected their learning abilities. Therefore, physical health and development are crucial in building students' learning readiness and language skills. Physical readiness is closely linked to health, which directly influences learning outcome. As indicated by NA, she displayed the highest learning readiness, indicated by active participation in all learning activities both inside and outside the classroom. In writing activities, NA was able to write correctly and hold the pencil properly. NA also remained focused while seated during lessons physical.

Students' Learning Readiness: Cognitive and Language Development

Children's cognitive abilities encompass language, writing, short-term memory, long-term memory, attention, analytical skills, comprehension, and critical thinking. From a social and emotional development perspective, the children did not cry when separated from their parents (mothers), did not feel fear in a new environment, were not shy in interacting with others, and followed their teacher's instructions without moodiness. These findings inline with the previous research stated that the quality of parent-child interactions before school entry, especially maternal sensitivity, has been shown to predict children's social competence and behaviour in kindergarten (Morrison et al., 2003). Further research stated that (Pellerone et al., 2023). Children who enter school with strong interpersonal skills are likely to maintain a positive trajectory in their educational journey.

The study identified eight types of multiple intelligences among the students: intrapersonal, interpersonal, logical-mathematical, linguistic, kinesthetic, musical, visual-spatial, and naturalistic intelligences. As for the assessment of students' learning styles, the distribution of the sample data is shown below:

Table 1. Learning Styles

No.	Learning Styles	Total
1	Visual (V)	5
2	Auditory (A)	8
3	Kinesthetic (K)	5
4	Multiple (1)	1
Total		19

Based on the table above, the most dominant learning style among first-grade students is auditory learning. Teachers noted that understanding students' learning styles allows them to tailor appropriate learning interventions. For students with a visual learning preference, teachers implement strategies that cater to visual modalities. Similarly, for students with an auditory learning preference, teachers develop instructional strategies that support auditory learning. The same applies to kinesthetic learning modalities. The school also identifies children's potential through diagnostic assessment. These assessment aim to help children better prepare for elementary school by allowing them to recognize their potential and respond to themselves with the support of their environment, including parents and teachers. These findings align with Study about the importance identifying students' learning preferences to meet students' learning needs (Sebihi, 2016). The diversity of students in the classroom needs to be considered before conducting appropriate teaching and learning, includes student readiness, interests, and student

learning profiles (Rhonda et.al, 2018). Student learning profiles can be seen in terms of learning styles, intelligence preferences, gender, and culture (Tomlinson, 2014).

Based on the results of pre-assessment, the academic learning difficulties are categorized into reading difficulties (dyslexia), writing difficulties (dysgraphia), and math difficulties (dyscalculia). From these categories, two students were identified with specific challenges: one with slow learner characteristics and another with ADHD. These children were identified at the start of the school year through the school's student profile mapping process. Two students were diagnosed with ADHD, and one student was identified as a slow learner. The two students with ADHD exhibited difficulties in socio-emotional development and had limited reading skills, only being able to read two-syllable words. The slow learner had not yet acquired reading skills and frequently cried during lessons. These conditions affected the children's learning abilities. Thus, cognitive and socio-emotional development are critical aspects of building students' learning readiness and developing their language skills. Socio- emotional readiness is closely related to health, which directly impacts learning outcomes. Anne, Petriwskyj (2010) states that the transition from kindergarten to primary school involves complex psychological processes, emphasising relationships, resilience and continuity, rather than merely individual readiness or pre-academic skills. The transition from kindergarten to primary school is a critical period that significantly affects children's psychological readiness for formal education, impacting on their psychological readiness and adaptation to the larger educational environment (López & Benner, 2025). A successful transition from preschool to the next level of education significantly affects children's psychological adjustment, impacting their academic, social and emotional competence, which is critical for later school success (Yeboah, 2002). A successful transition promotes positive feelings about school and learning (Mays et al., 2018).

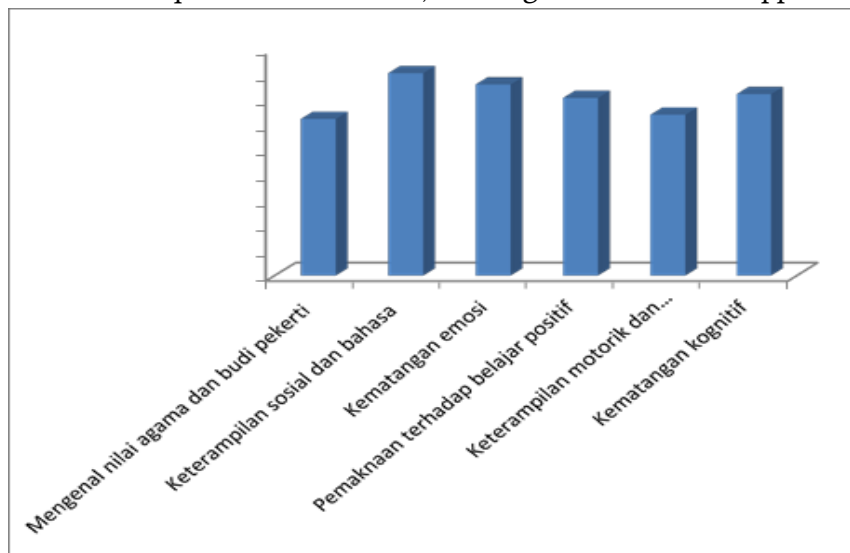Based on student questionnaire results, learning readiness was mapped as follows:

Figure 1. Learning Readiness Levels Based on Developmental Aspects

The grap illustrates that the most prominent area of student readiness was in language and social skills development, which included saying "sorry," "excuse me," "thank you," and "please." However, the aspect of readiness that still needed improvement was recognizing religious values and moral character. Overall, student learning readiness averaged above 50 (categorized as good), with the most at-risk group being children with special needs in terms of readiness for first-grade learning. These students were excluded from the readiness screening due to their specific challenges in learning and social interaction. From the questionnaire and

classroom observation findings, three students were identified: one with high readiness (initials NA), one with moderate readiness (initials RA), and one with low readiness (initials RD). The observations highlighted differences in student behavior across varying levels of learning readiness.

Students' Learning Readiness: Social-Emotional Development

The findings highlight that most students exhibited readiness in social and language skills, but some faced challenges in recognizing religious values and moral character. Furthermore, students with ADHD and slow learning tendencies demonstrated difficulties in adapting to the school environment, requiring additional support from teachers and parents. At the beginning of the school year, many students still struggled with social-emotional development, finding it difficult to adapt. Whereas, a better response has been shown by students with higher learning readiness (NA) in collaboration and communication. This finding has consistently linked social–emotional learning to important educational and life outcomes (Cook et.al, 2018). Early grade of elementary school is a critical period that acquire social–emotional skills to enable academic success.

Another fact shows that some students at moderate and lower learning readiness got difficulties to adapt learning environment. They ran around the classroom and certain students became easily upset, particularly when frustrated by tasks they did not understand. Emotional development still needed further support, as evidenced by a student who was too shy to ask to use the restroom, resulting in an accident in the classroom. For instance, RD often struggled to complete tasks on time, had difficulty managing emotions, and frequently ignored the teacher's questions. RD also continued to tease classmates, indicating significant challenges in emotional and self-regulation development, which impacted readiness to learn in the social-emotional domain.

Cumulatively, the interview points from the data sources were categorized as follows: (1) Code 01: motor and physical development, (2) Code 02: language and cognitive skills, (3) Code 03: social development, (4) Code 04: social maturity, and (5) Code 05: meaningful positive learning. The data analysis from the studied sources, after the reduction process, produced several findings classified into the five predetermined codes, as elaborated on table 2.

Table 2. Students' Learning Readiness Development

Code	Indicator	Interview Results
Code 01	Motor and physical development Physical health and well-being	The student with initials NA displayed the highest learning readiness, indicated by active participation in all learning activities both inside and outside the classroom. In writing activities, NA was able to write correctly and hold the pencil properly. NA also remained focused while seated during lessons. During breaktime, NA played actively with friends, running without falling and participating in jump rope games. This contrasted with RD, who struggled to stay calm during lessons, often left the classroom, and tended to disturb classmates, causing disruptions. RD also did not engage in many physical activities during breaktime. RA, who had moderate readiness, sometimes lacked motivation during writing tasks but was able to eat and drink independently during recess.
Code 02	Language and Cognitive Development	All students in the class were able to follow the teacher's instructions during lessons, except for the three children with specific learning challenges. The children adhered to the rules set by the teacher. However, when it came to explaining more complex material, most

		students struggled, as indicated by their tendency to remain silent when asked questions. The student with the highest level of readiness, NA, was able to ask and answer questions in a coherent and accurate manner. NA also completed worksheets (LKPD) quickly, especially in math lessons, and showed strong reasoning skills when solving word problems. In contrast, RD faced difficulties completing assignments in all subjects. RD struggled with fluent reading, which slowed down the process of solving math word problems, and tended to stay silent when asked questions, without seeking clarification when something was not understood. RA was occasionally active in class, asked questions when unclear about certain materials, and showed a more moderate level of engagement.
Code 03	Social Competence	Children with higher learning readiness demonstrated clear communication skills and were able to express their desires effectively. They participated well in class and collaborated with groupmates, as shown by NA's behavior. On the other hand, the student with lower readiness, RD, was often inactive during group work and did not take the initiative to complete tasks. RA was moderately active in group learning activities, interacted with peers, and asked questions but did so less frequently.
Code 04	Emotional Maturity	At the start of the new academic year, during the first week of the School Orientation Program (MPLS), most students were accompanied by their parents. However, after a few days, the children became more independent, engaging with new people, including new classmates and teachers. They also displayed caring behavior, such as sharing food with friends. Despite this, some students showed aggressive tendencies, including verbal bullying, as observed in RD. RD also frequently failed to respond to the teacher's questions, often answering with "I don't know" when asked.
Code 05	Positive Attitude Towards Learning	During the MPLS period, most students were comfortable being left by their parents by the third day. One standout student, NA, exhibited independence from the start, not crying when separated from their parents. NA also displayed a strong curiosity, as shown by their eagerness to ask questions about new topics. On the other hand, students with lower learnin readines like RD, tended to remain quiet, passive, and lacked visible interest in learning.

Table 2 presents the students' learning readiness development based on the interview. The results indicate that the language and cognitive development was the most dominant development. All students in the class were able to follow the teacher's instructions during lessons, except for students with special needs. Students with learning readiness shows better social competence as it is indicated by students' ability in communicating their desires. This finding is in line with the results of the questionnaires and highlights the importance of learning readiness to develop students' ability in learning at elementary school.

Students' Learning Readiness: Learning Attitudes

In terms of approaches to learning, cognition and general knowledge, language, and early literacy, the children generally adhered to rules, completed tasks, and showed initiative. Their pre-literacy skills, developed during ECE, continued to improve upon entering elementary school. Children demonstrated an ability to recognize information, communicate ideas, use various media, and engage in conversations. Pre-literacy and pre-numeracy skills are foundational abilities that should be developed from early childhood education and continued in early elementary grades. Literacy skills were fostered through language development,

focusing on four competencies within Indonesian language lessons at elementary school. Regarding to literacy skills, the observations revealed that most students were confident in asking questions during class, could spell letters, syllables, and words. However, many struggled with word problems. In terms of language development, girls appeared to outperform boys. The progression of children's literacy aligned with their cognitive development.

        This finding was triangulated with the classroom observations results focusing on three participants (NA, RD, and RA). The observed behaviors related to foundational skills in these children are detailed as follows:

Table 3. Observed Behaviors Related to Student Readiness

Developmental Aspect	Indicator	Observed Behavior
Recognizing Values of Religion and Morality	- Understanding the concept of the One God - Knowing daily religious practices - Practicing daily religious rituals	NA practiced daily religious activities, such as performing the adhan and iqamah fluently and completing ablution. RD, however, was unwilling to demonstrate these practices during religious lessons.
Social and Language Skills	Ability to say sorry, excuse me, thank you, and please	NA frequently used simple expressions like "sorry", "thank you", and "excuse me" during lessons and breaks, while RA and RD rarely employed these expressions in interactions.
Emotional Maturity	Ability to wait and focus during lessons	RD often appeared restless while waiting for recess, in contrast to NA, who remained engaged throughout lessons. RA occasionally participated according to his mood.
Positive attitude towards learning	Joy in coming to school, perseverance, curiosity	NA displayed enthusiasm during lessons, consistently answering questions and exploring new topics, whereas RD frequently refrained from answering due to difficulty understanding the material. RD also asked to leave the class twice for bathroom breaks. RA remained focused but rarely asked questions, instead confirming answers during assignments.
Motor ksills and self-care	- Able to personal belongings - Able to organize items after using them - Able to do self-care	All three participants demonstrated adequate fine motor skills, particularly NA, who held a pencil correctly and produced neat writing. RD could write but sometimes struggled with pencil grip, resulting in illegible handwriting. After lessons, RD occasionally forgot to pack his belongings.
Cognitive maturity	Listening, expressing simple ideas, identifying symbols, counting, understanding the concept of time	During lessons, NA focused on the teacher's explanations, accurately counted and solved simple addition problems, and identified morning, afternoon, and evening. In contrast, RD appeared distracted, fidgeting with his writing tools and taking longer to answer simple addition questions. NA struggled with story problems, while RA stayed focused, asked questions, and sought confirmation on the correctness of his answers. NA seemed less confident in responding, despite having the ability to do so.

Based on the data above, it can be assumed that NA was the students with the highest learning readiness. He shows better physical development, cognitive and language, social-emotional, and learning attitude. Based on a multidimensional theory of learning, his achievement shows his proximal development include cognitive ability, language, motivation, and social-emotional development (Astleitner, 2018). Learning readiness can foster a positive relationship with classmates and the teacher. NA was 5 months elder than his friends and he expresses a learning maturity. At his age, he shows maturity in physical development, cognitive and language, social-emotional, and learning ability. This finding is coherent with the previous studies that students who start elementary school at the appropriate ages may have positive effects on the academic achievements (Çankaya et.al, 2017).

In terms of approaches to learning, cognition, and early literacy, all three participants can follow the teacher's instructions. However, NA stands out by effectively answering questions and asking for clarification using easily understandable language. RD tends to remain silent when questioned, while RA occasionally participates actively and asks questions when unsure. Regarding social and emotional development, NA collaborates well with classmates, whereas RD is reluctant to complete tasks with peers and often disrupts group activities. RA is active in group learning but rarely asks questions. Emotionally, RD displays more aggressive behavior and frequently disturbs others compared to NA and RA. Effective strategies to respond to children's readiness for the transition from ECE to ES include a focus on improving the quality of education by aligning early elementary learning concepts with those from ECE, emphasizing enjoyable learning experiences.

School's Strategies in Building Student Readiness uring the Transition Period

Effective strategies for enhancing learning readiness include enjoyable learning approaches, instructional adjustments, and parental involvement in the ECE-SE transition. The school database regarding student profiles indicates that all students at MI Badrussalam have graduated from ECE. Evaluating foundational skills, which include pre-literacy, pre-numeracy, and socio-emotional development, shows that children are generally ready for elementary education, except for three students who face specific challenges. School readiness fosters a successful transition to primary education and the role of teachers is critical to a smooth transition (Kokkalia et al., 2019). To optimize student readiness, MI Badrussalam covered several aspects: (1) The school accepts all students who enroll and conducts psychological tests to determine appropriate interventions based on individual characteristics and needs. The school no longer uses academic readiness tests for new student selection, (2) The school provides a two-week orientation period (MPLS) to allow students to acclimate to the new learning environment; and (3) The curriculum emphasizes building six foundational skills: understanding religious values and moral education, social and language skills for interaction, emotional maturity for participating in learning activities, cognitive maturity for engaging in learning tasks such as basic literacy and numeracy, motor skills development, and self- care for independent participation in the learning environment.

To strengthen students' readiness during the ECE to elementary transition, the school's strategy focuses on improving the quality of education by aligning early elementary learning concepts with ECE principles (Windra et al., 2022). The alignment of learning was implemented through fun learning. Through enjoyable learning experiences and meaningful educational activities, the school aims to enhance foundational skills. For example, in developing language skills, teachers first identify students' pre-literacy progress at the beginning of the learning process. Learning Readiness is the prerequisite or foundation for School Readiness (Dangol &

Shresta, 2019). Alignment of learning approaches between ECE-ES is very important to support the successful transition of students' learning (Surandika et.al, 2023).

At MI Badrussalam, teachers noted that children's social-emotional, language, and cognitive development were fostered through Citizenship Education and Indonesian Language lessons. These lessons promoted positive behaviors such as raising their hands before speaking, respecting classmates' opinions, and sharing school supplies. As Denham et.al stated that children's cognitive and social-emotional readiness at kindergarten entry significantly predicts their later academic success and social-emotional well-being, emphasises the importance of early assessment (Denham et al., 2014).

The school recognizes that pre-literacy and pre-numeracy are essential foundational skills developed from ECE through early elementary years. Literacy skills are enhanced through language competency in four key areas within the Indonesian language curriculum. This approach helps students recognize diverse information, communicate their ideas, utilize various media, and engage in meaningful conversations. In addition to integrating socio-emotional skills through Pancasila education, the school promotes these skills through meaningful learning experiences and positive routines (Blair & Cybele Raver, 2014).

Another strategy that is instructional adjustments was implemented by encouraging positive attitudes include participating in games with rules, practicing patience by lining up, collaborating on group projects, games, direct practice, using real objects, sustainable materials, etc. The teachers consider students' learning profile to adjust the learning activity and to determine material and the media. This result suggests that the content of learning and the materials should be adjusted to students' learning levels in order to improve their learning (Nachandiya, 2022). In classrooms where the teacher does not adjust the learning tasks and teaching approaches to the students' levels of readiness, students may be bored and others may be placed under stress from too great a challenge. Therefore, teacher should consider students' need, engaged students in learning, and build up a sense of self-confidence to give them a chance to succeed (Chorrojprasert, 2020).

MI Badrussalam implements a "Merdeka Curriculum-Independent Curriculum", allowing for differentiated learning strategies that cater to the diverse interests, abilities, and needs of students. Despite these positive strategies, the classroom organization still predominantly follows a traditional model, which can limit students' mobility and interaction during lessons. Ideally, the learning environment should support student readiness (Santangelo & Tomlinson, 2012). Effective classroom setup includes attractive and inspiring arrangements; flexible seating to accommodate different activities; clean and organized spaces. Access to learning resources, such as books and safe learning environments, plays a crucial role in supporting students' educational processes. Additionally, the psychological readiness of children, linked to their developmental stages, is a critical factor that the school pays close attention to.

Despite those strategies, the school encourages parental involvement. At the early academic year, the school offer parental access through WhatsApp group to support students' learning. This is certainly very helpful for students in their preparation for learning. As it is states in the previous research that parental involvement is increasing learning readiness (Wangke, 2021). This implies that a healthy family environment with good parental and teacher support is crucial for improving students' learning readiness.

Conclusion

This study highlights that learning readiness is influenced by all aspects of children development, including physical development, cognitive and language development, social-emotional and learning maturity. Therefore, learning strategies should be more oriented toward enjoyable approaches and support the aspect of students' development. Further studies also needed that involve a larger sample size or a quantitative approach to measure the effectiveness of the identified strategies.

The implications of this research highlight the importance of educating parents, teachers, and educators about preparing children for the transition from ECE to elementary school. This preparation should encompass not only cognitive aspects but also the enhancement of physical and socio-emotional development. Furthermore, it is recommended for teachers, school, and parents to support children's learning readiness by incorporating play-based learning strategies, optimize the practical of differentiated instruction in early elementary classrooms, ensuring children are well-prepared for subsequent stages of learning.

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