

Implementation of The PAUD-SD Transition is Enjoyable From The Perspective of PAUD And Elementary School Educators in West Sumatera

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ABSTRACT

This study aims to identify and analyze the implementation of a pleasant PAUD-SD transition. The type of research used is descriptive qualitative, which provides an in-depth description of the transition process from Early Childhood Education (ECE) to Primary School (SD) in the context of the understanding of ECE and SD educators in West Sumatera. The data collection method was conducted through a survey distributed using Google Form. In addition, literature review was used to enrich the analysis and provide a strong theoretical foundation. The results show that a pleasant transition is characterized by interactive and interesting activities, adequate emotional support from teachers and parents, and a learning environment that supports children's development. The findings are expected to serve as a reference for educators and policy makers in designing effective and enjoyable transition programs for children. The active involvement of parents in the transition process is crucial to ensure children feel comfortable and motivated in the new learning environment. The research emphasizes that synergy between educators, parents and the school environment is critical to creating a positive transition experience. The implementation of appropriate strategies to facilitate this transition is expected to improve children's readiness to face the challenges of higher levels of education and promote their optimal holistic development. Thus, the results of this study not only provide practical guidance but also strengthen the relevant theoretical basis in the context of educational transitions.

INTRODUCTION

One of the crucial issues that needs attention is the transition from early childhood education (PAUD) to elementary school (SD). According to (Peters, 2010), elementary school has a clearer focus on learning, especially reading and mathematics, while early childhood education is more concerned with child development and having fun while learning. Despite this, parents, early childhood education settings, and elementary schools often fail to recognize these transition issues. It is important to recognize how this shift impacts a child's ability to adjust to new environments and modifications in teaching methods. As knowledge increases, it is reasonable to assume that children will be better equipped to handle these adjustments with appropriate assistance from all relevant stakeholders (Musfita, 2019).

The Ministry of Education and Culture's policy regarding the Merdeka Curriculum episode 24 focuses on a pleasant PAUD-SD Transition, emphasizing non-coercive calistung activities, an introductory period of the first two weeks, and learning that builds the child's six foundational abilities, different from previous practices which often relied on calistung exams in admissions new students (Bidi, 2023).

This government movement aims to encourage the public to understand the importance of forming basic abilities as the foundation for learning in PAUD, so that children are ready for school with adequate basic abilities when they enter elementary school. The transition to elementary school is an important time to strengthen these foundational abilities, protecting the rights of young children to grow, progress and be respected both at school and at home. (Ministry of Education and Culture, Research and Technology, 2023).

The aim of the PAUD-SD transition program is to align PAUD and primary school learning so that children leaving PAUD and those starting primary school can acquire the basic skills they need. The program also dispels myths in the education industry about the need to gradually increase basic skills from PAUD to the early primary grades to ensure that children receive appropriate attention in developing vital basic skills.

When children move from the PAUD stage to elementary school, they begin to assume new roles as learners in a new learning environment and the role transitions from PAUD learners to elementary school learners. The idea of ensuring every child has the basic knowledge and skills necessary to become a lifelong learner, regardless of grade level, provides the foundation for school readiness. Along with intellectual adaptability, social and emotional adaptability are also part of this process. Children must be able to overcome new difficulties and acquire the skills necessary for future success in a learning environment that supports and encourages their overall development (Suryaman, 2023).

Elementary schools must assume all children have the same foundational readiness and abilities to ensure learning is developmentally appropriate, allowing for continuity of learning across all grade levels. The PAUD-SD transition policy aims to ensure that all children have the same rights, regardless of their learning background (Reza & Asbari, 2024)

This transition period not only affects children during their first few months in a new environment, but also has the potential to have significant long-term impacts. Their success in overcoming this initial transition will influence their future experiences and learning, forming an important basis for their subsequent development (Maulani & Mutiara, 2023)

The early grade PAUD-SD transition will focus on aspects that influence and mature children's growth and development, not only cognitive abilities. This transition period is an important stage for children to strengthen foundational abilities, in order to protect children's rights to grow, develop and be respected in the school and home environment (Lestari, 2023)

Based on research (Deliviana, 2017), education in PAUD should be fun, but parents who want their children to be proficient in calistung often disrupt this learning process. If children are not yet proficient in calistung, many parents move their children to another PAUD. If they still can't, they ask that their children be moved to a class with a teacher who is ready to teach calistung immediately. Children's opportunities to participate in learning processes appropriate to their age and development are reduced because of these pressures. Better integration between learning modalities in PAUD and primary school is needed to

ensure optimal holistic development for children. This will help eliminate excessive emphasis on cognitive abilities alone and encourage overall growth (Susilahati, Nurmalia, & Widiawati, 2023).

Emphasizing reading, writing and arithmetic (calistung) competencies in early childhood can cause stress and reduce their enjoyment of learning. Because every child has differences in readiness and ability, forcing them to be proficient in calistung is not wise. Character education and aspects of holistic development, such as emotional maturity, independence and ability to interact, should be a top priority during the golden age. The PAUD-SD transition program is designed to emphasize that calistung is not the only measure of success in early childhood education (Mardiani, Fitria, & Yulianingsih, 2024).

In the transition from PAUD to elementary school, a bridge curriculum is needed to ensure consistency between PAUD and elementary school education. This curriculum allows children to learn to read, write and count (calistung) according to the individual development of each student (Julianingsih & Isnaini, 2022)

The Merdeka Curriculum designs learning outcomes based on phases that are adapted to the child's development, including the foundation phase in PAUD and various phases in elementary school. With this curriculum alignment, the transition from PAUD to elementary school will be smoother and more sustainable, providing a positive impact on learning outcomes, children's well-being, and primary school attendance levels.

With a structured curriculum based on developmental phases, children can enjoy a more focused learning process that supports each stage of their growth. This alignment helps reduce the mismatch between PAUD and elementary school levels, ensuring that children do not experience difficulties in adapting to new learning environments and demands. In addition, an effective transition from PAUD to SD not only improves academic learning outcomes but also contributes to children's emotional and social well-being, making them better prepared and motivated to face future challenges. (Priyanti et al., 2024)

The Federation of Indonesian Teachers' Unions (FSGI), as reported by detik.com on March 30 2023, proposed an evaluation of grade 1 elementary school textbooks which were considered too difficult for children who were just learning to read and count. They support the policy of having an initial assessment so that educators know the abilities that children have as a requirement for entering elementary school, so that there is no need to burden them with formal tests. Apart from that, FSGI highlights that the use of calistung as an elementary school entrance test is contrary to Government Regulation Number 17 of 2010 and the latest regulations, such as Minister of Education, Culture, Research and Technology Regulation Number 1 of 2021 which stipulates a child's age as a requirement for entering elementary school, namely when 7 year old child. It is hoped that this proposal can ensure that the basic education system provides equal opportunities and supports the early development of children in Indonesia (Wulandari & Fachrani, 2023)

Ensuring all children receive the six basic foundations during the transition from early childhood education (PAUD) to primary school is very important. Children learn values that are critical to their growth through the use of these foundations throughout their education. This becomes the basis for their future education and equips them to actively participate in

the creation of new works and engage with their environment. As a result, at the next stage of education, this foundation grows stronger and supports the child's development (Nuri & Sari, 2024).

Several important strategies include enjoyable learning during the transition from PAUD to elementary school. First of all, early literacy and numeracy learning activities such as *calistung* are fun and stimulating. Second, there is an orientation period for new students which lasts for the first two weeks. During this time, schools help parents and students adjust to the learning environment and understand each student's unique needs. Third, the importance of introducing constructive learning from preschool to second grade, which emphasizes the growth of moral principles, social skills, emotional intelligence, religious beliefs, motor and cognitive abilities as well as self-care and a constructive view of the educational process. The aim of this method is to provide a strong and enjoyable foundation for students for their initial development in basic education (Hasanah, Sulami, & Kharis, 2023).

Current elementary school transition trends place great emphasis on children's academic abilities, including reading, writing and arithmetic, which are often very important psychological components for children. There is still a general belief in society that these abilities are important for children starting elementary school. However, Government Regulation no. 17/2010, Article 69, paragraph 5, states firmly that academic ability tests, including reading, writing and mathematics, are not used to determine the acceptance of new students in MI or grade 1 elementary school. This highlights the need to realize that early childhood education must support children according to their developmental stage and emphasize the child's holistic development, including social, emotional and creative components (Intan Prastihastari Wijaya, 2023).

A number of factors that must be considered show how important it is for PAUD and elementary schools to align their learning processes. First and foremost, all children need sufficient guidance to develop their basic abilities. This includes basic skills such as reading, writing and mathematics, which are very important foundations of education. Second, learning approaches that are appropriate for early childhood must be used to build good attitudes towards learning from an early age. Third, children's basic skills need to be developed gradually, meaning that the support they receive must be appropriate to their stage of development. It is hoped that by paying attention to these issues, children's transition from PAUD to the early grades of elementary school can run well (Raoda Sari, Lismayani, & Alim Amri, 2023).

One of the main issues in transition approaches and practices is children's preparation and readiness for school and a smooth and successful start to school. This involves adapting children's experiences, knowledge, and learning strategies to school norms. This approach emphasizing adaptability presupposes the need to change or adjust children's 'educational capital' due to mismatches with school prescriptive expectations and practices.

The connection with early childhood is the importance of preparing them to be able to adapt to school expectations and norms. This preparation should include adding and enriching their experience and knowledge, such as combining academic learning with play and instilling responsibility for success. In this way, young children can be better prepared to

face the demands of formal education and achieve success as measured through normalized and measurable results (Babić, 2017).

The aim of writing this article is to examine and overcome various issues that arise in the transition between Early Childhood Education (PAUD) and Primary School (SD). This research highlights the importance of aligning learning between these two levels of education to ensure that children can adapt well and gain a strong foundation in their education. By evaluating existing policies and practices, and providing recommendations based on research findings, this journal seeks to provide educators, policy makers and parents with a better understanding of the importance of a holistic and sustainable approach to children's education. This is expected to help eliminate excessive academic pressure on children and support their overall development, both cognitively, socially and emotionally. Therefore, researchers are interested in describing the implementation of the Joyful PAUD-SD Transition from the understanding of elementary and PAUD teachers.

METHODS

This research aims to describe and analyze the implementation of a pleasant PAUD-SD transition through a qualitative descriptive approach. Research subjects included early grade PAUD and elementary school teachers in Padang City. Data was collected using a survey distributed via Google Form and reinforced with literature reviews from various sources such as scientific journals, books and policy reports. The questionnaire was designed to collect data about the subject's experiences and perceptions regarding the transition process, the support provided, the challenges faced, and the effectiveness of the transition program. Data analysis uses the Huberman and Saldana method which includes data reduction, data presentation, as well as drawing conclusions and verification. The research results are expected to provide a clear picture of the implementation of a pleasant PAUD-SD transition, as well as provide recommendations for increasing program effectiveness based on empirical and theoretical findings . This research also aims to overcome various existing misconceptions and ensure that every child gets their right to develop basic abilities that are important for their development. Below will be presented a chart of the data analysis used:

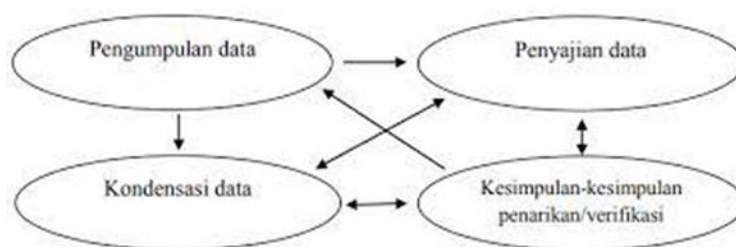


Figure 1. Data Analysis Miles, Huberman, Saldana 2014

RESULTS

The Enjoyable PAUD to SD Transition Program is the result of collaboration between the Ministry of Education and Culture, the Ministry of Home Affairs, and the Ministry of Religion to ensure an optimal learning experience for children. This program aims to eliminate the learning gap between PAUD and SD, so that each student can develop basic

abilities in accordance with the Pancasila Student Profile. This collaboration is expected to make the transition process from PAUD to elementary school smoother and more enjoyable, as well as providing a strong foundation for children's development in education (Kasih, Zumrotun, & Zulfahmi, 2023).

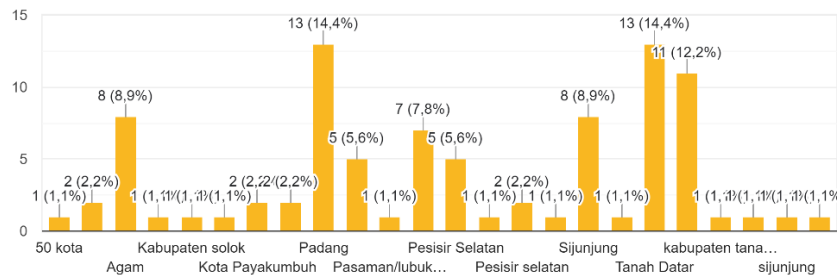
The transition from PAUD to SD is a time when the child's role changes from a PAUD student to an elementary school student, and is a step in the child's adaptation to a new learning environment. Preparation for entering school must be based on a true learning goal, namely ensuring that every child has the basic skills necessary for lifelong learning, regardless of their grade level.

Implementing the transition from Early Childhood Education (PAUD) to Elementary School (SD) involves the important role of parents, PAUD teachers and early elementary school teachers (grades 1, 2 and 3). They are responsible for preparing children for changes in the learning environment. Early experiences at school and attitudes towards the learning process can significantly influence children's learning achievement and social, emotional and cognitive development. By implementing a good transition, it is hoped that children will experience positive adaptation and feel supported and ready to adapt to the new learning environment in elementary school (Putri, Asbari, & Hapizi, 2024).

This article is based on data collected via *Google Form* which was filled out by PAUD educators and early grade elementary school educators in West Sumatra. Through this survey, respondents provided their views and experiences regarding the implementation of transition programs from PAUD to SD. Data collected from these respondents will be used to analyze the effectiveness of the transition program in preparing children to face changes in the learning environment from PAUD to elementary school. Thus, this article aims to provide a clear picture and is based on direct experience from educational practitioners in the field. In facing this dynamic, it is important to promote active participation and dialogue between all parties involved, including educators, parents and local governments, in order to improve the implementation of the concept of independent learning.

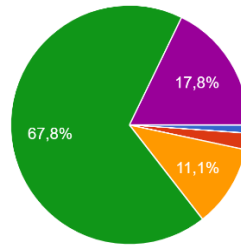
Below is an explanation of the distribution of the survey conducted by researchers:

Table 1. Educator's District or City of Origin



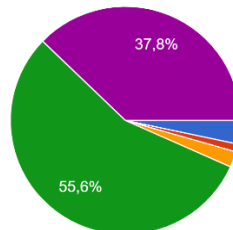
A. Implementation of PAUD-SD Transition is enjoyable from the perspective of PAUD educators

1. As many as 67.8% of PAUD educators have implemented calistung learning activities that are fun and not pushy



This shows that PAUD educators do not only focus on providing formal knowledge, but also pay attention to the psychological and emotional aspects of children. Thus, Calistung education which is "fun and not pushy" aims to create a positive learning environment and stimulate children's interest and desire to learn, so that the learning process can take place more effectively and be enjoyable for them.

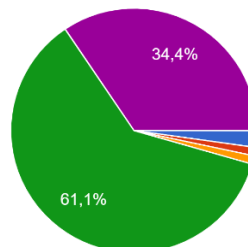
2. As many as 55.6% of PAUD Unit educators have facilitated children and parents to become acquainted with their learning environment



This shows that PAUD educators recognize the importance of building positive early interactions between children, parents and the learning environment. By facilitating this acquaintance activity, it is hoped that children and parents can feel more comfortable and open in facing the PAUD environment, which in turn can improve the quality of children's educational experiences at this early level.

This introductory period provides an opportunity for new students to adapt to a new environment, get to know their teachers and classmates, and build comfort in learning. Thus, these two steps are expected to support a pleasant and effective transition process for students from PAUD to elementary school.

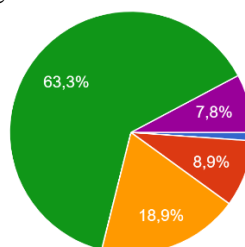
3. As many as 61.6% of PAUD educators have implemented learning that respects the processes of different children.



PAUD educators have realized the importance of accommodating differences in the development, abilities and learning styles of each child. With this approach, educators not only focus on the end results of learning, but also pay more attention to the learning process of individual children. This approach is expected to

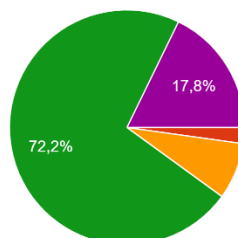
improve the quality of more inclusive learning and support the holistic development of every child in PAUD.

4. A total of 63.3 educators have implemented a teaching and learning process in PAUD and early elementary grades that is harmonious and sustainable



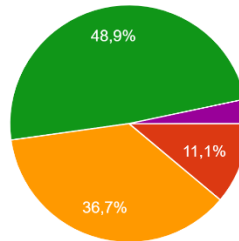
Educators have made efforts to integrate learning between the two levels as a whole. This harmonized and sustainable approach is important to ensure continuity in the development of children's abilities and adjustment from PAUD to elementary school, as well as to create a smooth learning experience for children. Thus, it is hoped that this integrated teaching and learning process can provide a strong foundation for children's academic and social-emotional development during their transition from PAUD to early elementary school.

5. As many as 72.2% of schools have introduced the function of a diary which can be used by parents/guardians of students to communicate with teachers regarding the condition or needs of students.



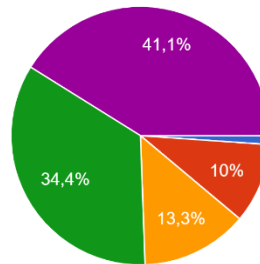
This diary aims to be a means of communication between teachers and parents or guardians of students, where they can share information about the conditions and needs of students. Through this diary, parents or guardians can understand their child's progress at school, get updates on learning progress, and provide input or ask questions to teachers regarding matters relevant to their child's education. This practice is important for building effective collaboration between schools and families in supporting children's academic and social development.

6. A total of 48.9 educators are used to learning through independent learning resources on the Ministry of Education and Culture's Channel



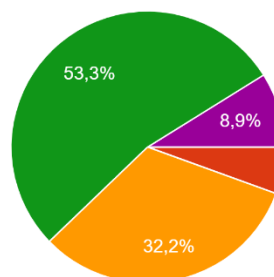
This shows that educators actively utilize the resources provided by the Ministry of Education, Culture, Research and Technology to support the learning process. These independent learning resources can be in the form of various materials, modules or educational content that can be accessed online through channels provided by the government. This practice helps improve the quality of learning by giving educators access to the latest information, developing skills, and integrating technology in their teaching.

7. A total of 41.1 educators agreed with placing PG-PAUD graduates as teachers in the early elementary grades



This means that there is a significant portion of educators who believe that PG-PAUD graduates, who have been specially trained in teaching early childhood children, have the competencies and skills suitable for teaching in the early elementary grades. They may argue that PG-PAUD graduates have a better understanding of child development and appropriate teaching methods for early childhood, which can help create a smoother transition experience and support students' holistic development in the early years of primary education.

8. As many as 53.3% of educators already understand the learning framework that brings early elementary school learning closer to early elementary school learning



Educators already understand the learning framework that brings early elementary school learning methods closer to learning in the early grades. What

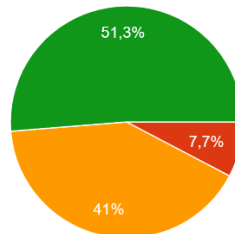
this means is that more than half of educators understand how to integrate the learning approaches and methods used in Early Childhood Education (PAUD) into learning in the early elementary grades.

9. The challenges experienced by PAUD teachers in implementing the PAUD-SD transition are enjoyable

PAUD educators' experiences in implementing a pleasant PAUD-SD transition involve various strategies to create a comfortable learning environment and support children in facing this change. Educators try to maintain a learning atmosphere that is not much different from PAUD, such as learning while playing and using interactive methods. Activities such as guessing words in games, counting with pictures, and introducing letters and numbers through songs and games, help children be excited and enthusiastic. Collaboration between pre-school and elementary school educators is critical in ensuring a smooth transition, including orientation sessions and introduction to the new school environment. However, challenges remain, such as overcoming differences in children's readiness, as well as ensuring that learning remains fun and does not burden children with excessive academic demands.

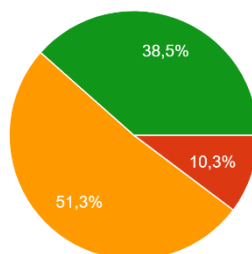
B. Implementing the PAUD-SD Transition is enjoyable from the perspective of elementary school educators

1. A total of 51.3 educators have carried out initial assessments on new students as a form of school introduction



This means that more than half of educators use initial assessments as a way to understand students' initial conditions when they first enter school. This initial assessment functions to identify the needs, abilities and potential of each student so that educators can design appropriate learning programs. By conducting an initial assessment, educators can better understand a child's educational background, recognize their strengths and weaknesses, and adjust teaching methods to suit individual needs. This is important in helping children adjust to the new school environment and start the learning process in a more personalized and effective way.

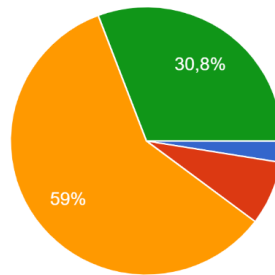
2. As many as 51.3% of educators have provided opportunities for elementary school students who do not attend PAUD to receive foundational skills development through the structure of the early elementary school curriculum.



What this means is that more than half of educators ensure that children who go straight to elementary school without going through PAUD still receive instruction that helps them develop the basic skills needed. These foundation abilities include basic skills such as literacy, numeracy, social and emotional maturity, which are usually acquired in PAUD.

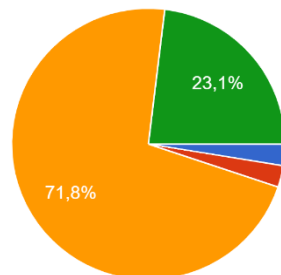
By providing this guidance through the structure of the early elementary school curriculum, educators seek to reduce the gap between children who attend PAUD and those who do not, so that all children have an equal opportunity to succeed in their basic education. This includes adapting the curriculum and teaching methods to support the holistic development of these children.

3. SD prioritizes accepting prospective new students in grade 1 (one) of elementary school who are 7 (seven) years old



The age of 7 years is considered the ideal age for children to start formal education in elementary school, because at this age children have usually reached a certain level of development which allows them to more easily adapt to the academic and social demands of the school environment. By prioritizing children aged 7 years, SD tries to ensure that every student has sufficient readiness to start basic education well.

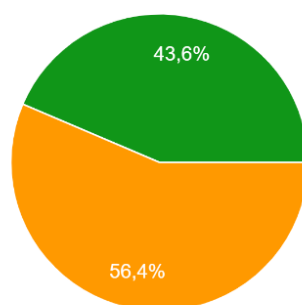
4. Learning in the early elementary grades is carried out by considering the learning needs of students from PAUD to grade 2 (two) of elementary school.



By considering the learning needs of students from PAUD to grade 2 of elementary school, the school strives to ensure that each child receives support

appropriate to their stage of development, so that they can develop optimally and feel comfortable in their learning process.

5. A total of 56.4 educators agree with the importance of social emotions in providing a strong foundation, where children can explore and become active learners at the elementary school level.



The ability to understand and manage emotions, interact with others, and develop social skills is critical to ensuring children are ready and able to learn well in elementary school. Support for social emotional development helps children feel more secure, confident, and motivated to learn, so they can reach their full potential.

6. The challenges experienced by elementary school educators in implementing the PAUD-SD Transition are enjoyable

The challenges experienced by elementary school educators in implementing the Joyful PAUD-SD transition are very diverse. One of the main challenges is the difference in teaching patterns between PAUD and elementary school, where children need to adapt to more academic activities such as writing and reading. In addition, educators face difficulties when many children are not ready academically or socially, such as not being able to read or still being shy about interacting with new friends. Educators also need to adapt learning methods that keep the learning process fun, such as learning while playing, so that children remain interested and active.

In addition, integrating children who do not attend PAUD with children who do, as well as maintaining children's attention and concentration, is an additional challenge. Collaboration with parents is also very important to support children during this transition. All of this requires patience, creativity and deep understanding from educators to create a positive and supportive learning environment for all children.

DISCUSSION

A. Implementation of PAUD-SD Transition is enjoyable from the perspective of PAUD educators

Calistung learning activities that are fun and not pushy have been implemented by PAUD educators. This shows that PAUD teachers pay attention to children's psychological and emotional needs in addition to providing formal knowledge. Therefore, the aim of learning calistung which is "fun and not pushy" is to foster a pleasant learning atmosphere and arouse children's curiosity so that they can learn more efficiently and have fun.

Early positive relationships between children, parents, and the learning environment are important, and early childhood education educators know this. This is intended so that by providing this introductory activity, children and parents will feel more comfortable and open when interacting with the PAUD environment, which will improve the quality of early childhood education. During this orientation phase, new students can adjust to the new environment, get to know the instructor and other students, and develop a sense of familiarity in learning.

Early childhood educators recognize how important it is to consider each child's unique development, skills, and learning preferences. By using this method, teachers pay greater attention to the unique learning experience of each child, rather than just the end result of their work. It is hoped that this strategy will improve education to be more inclusive and encourage the overall development of each child in PAUD.

Teachers have worked hard to integrate lessons between the two levels. This coordinated and sustainable strategy is essential to facilitate a smooth transition for children from PAUD to primary school and to ensure continuity in their skill development and adjustment. As a result, this integrated teaching and learning approach is expected to provide a strong foundation for children's academic and social-emotional growth as they move from PAUD to elementary school.

Educators actively utilize the resources provided by the Ministry of Education, Culture, Research and Technology to support the learning process. These independent learning resources can take the form of various educational materials, modules or content that can be accessed online through channels provided by the government. These practices help improve the quality of learning by giving educators access to the latest information, develop skills, and integrate technology in their teaching.

A significant portion of educators believe that PG-PAUD graduates, who have been specially trained in teaching early childhood children, have the competencies and skills suitable for teaching in the early elementary grades. They may argue that PG-PAUD graduates have a better understanding of child development and appropriate teaching methods for early childhood, which can help create a smoother transition experience and support students' holistic development in the early years of primary education.

More than half of educators understand how to integrate learning approaches and methods used in Early Childhood Education (PAUD) into learning in the early elementary grades. PAUD educators' experiences in implementing a pleasant PAUD-SD transition involve various strategies to create a comfortable learning environment and support children in facing this change. Educators try to maintain a learning atmosphere that is not much different from PAUD, such as learning while playing and using interactive methods. Activities such as guessing words in games, counting with pictures, and introducing letters and numbers through songs and games, help children be excited and enthusiastic. Collaboration between pre-school and elementary school educators is critical in ensuring a smooth transition, including orientation sessions and introduction to the new school environment. However, challenges remain, such as overcoming differences in children's readiness, as well as ensuring that learning remains fun and does not burden children with excessive academic demands.

B. Implementing the PAUD-SD Transition is enjoyable from the perspective of elementary school educators

The importance of aligning PAUD and elementary school learning processes is demonstrated by a number of issues that need attention. Above all, every child needs adequate supervision to acquire their basic abilities. This includes basic skills such as reading, writing and mathematics, which are very important foundations of education. Second, a positive attitude towards learning must be instilled in children from an early age through the use of learning strategies that are appropriate for early childhood. Third, children must receive support appropriate to their developmental stage because basic skills must be developed gradually. This is intended so that children's transition from PAUD to the early grades of elementary school can run smoothly.

Through the structure of the early grade curriculum, educators have provided opportunities for first grade students who do not attend PAUD to improve their basic abilities. This shows that more than 50% of teachers ensure that students who go straight to primary school without attending PAUD still receive an education that helps develop important basic skills. Basic abilities that are usually learned in PAUD include reading, numeracy, and social and emotional maturity.

Admission of new students in class 1 (one) aged 7 (seven) years is prioritized by elementary schools. Because children often have reached a developmental stage that makes it easier for them to cope with the academic and social demands of the school environment, seven years of age is considered the best age for them to begin formal education in elementary school.

The learning needs of students from pre-primary to second grade are taken into account when planning lessons in elementary schools. The school works to ensure that every child receives developmentally appropriate support so that they can grow optimally and feel comfortable during the learning process. This is done

by considering the learning needs of students from early childhood to grade 2 of elementary school.

To ensure children are ready and able to learn effectively in elementary school, it is important for them to have social skills, understanding, and the ability to control emotions. Encouraging children's social-emotional development will make them feel more secure, confident, and eager to learn, so they can realize their full potential.

CONCLUSION

Implementing a pleasant PAUD-SD transition involves creating a learning environment that is safe, comfortable, and similar to a PAUD atmosphere to reduce children's discomfort. PAUD and elementary school teachers work together to develop a sustainable curriculum and conduct interactive orientation that helps children get to know new environments. Learning methods based on games, songs and other interactive activities are chosen to maintain children's enthusiasm and enthusiasm.

However, challenges remain in this implementation. Differences in children's readiness, especially between those who have attended PAUD and those who have not, require special adjustments from teachers. Some children may feel awkward or lack confidence in new environments, while others may have a greater desire to play than to learn. Therefore, it is important to provide emotional support and good communication with parents to ensure children feel supported and motivated. Even though there are challenges, a fun approach to the PAUD-SD transition can make children more ready and enthusiastic about facing higher levels of education.

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