



PSYCHOLOGICAL CONDITIONS OF CHILDREN FROM KINDERGARTEN TO ELEMENTARY SCHOOL AT ELEMENTARY SCHOOL 24 BETUNG VILLAGE TAJA INDAH

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ABSTRACT

Elementary education too early without considering the readiness of the child has negative consequences, which are manifested in children who are not ready to enter elementary education becoming less independent, anxious, disappointed, have difficulty adapting and have difficulty concentrating when you get lessons. Some children who enter elementary school often experience obstacles in independence, concentration, social relationships, motivational obstacles, low learning abilities, large and rough writing, misspelling letters and numbers, not reading fluently. etc., in addition there are problems in parenting including being easily offended, hitting and hurting friends, not easy in the transition of students from kindergarten (TK) to elementary school (SD). Therefore, parents need to prepare their children as well as possible to enter the formal level. Assess the child's reading comprehension, but pay attention to the child's overall readiness, both psychologically and spiritually, so that the child is ready to continue to the next level of education that exists. This study uses a quantitative method. The quantitative method is a way to obtain knowledge or solve problems faced and is carried out carefully and systematically and the data collected is in the form of a series or collection of numbers. Data was obtained by interviewing and directly teaching elementary school children at SD 24 Betung, Taja Indah Village. This child development process is marked by the process of physical, emotional, social, and behavioral changes experienced by an individual from birth to adulthood. Child development is also a process that is influenced by several factors, such as family environment factors, culture and personal experiences that occur in students. incentives, education and conditions that are in accordance with the needs of children, to develop school readiness and so that children are ready and successful before the transition period.

Keywords: Psychological Condition, Kindergarten Children, Elementary School Children

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INTRODUCTION

The first stage of a child's birth is often called childhood. Preschool education is the most basic formal education path in Indonesia (Sisdiknas, 2003). Development in a child's life is always accompanied by a transition period, including transitions in education levels. Children who attend kindergarten (TK) or early childhood education (PAUD) face a transition period to formal education, especially elementary school (SD). This transition period is an important period and difficult to ignore, because children face many changes such as more formal learning, longer classes, more difficult subjects or new regulations. Preparation at school is important and parents and PAUD/Maternelle teachers must be ready so that children can continue.

In fact, during this transition period, parents often assume that their child's age and reading, writing, and arithmetic (Calistung) skills are the most important indicators of their child's readiness to enter elementary school. According to Mariyati (2016) data obtained from research by the Padi Bersinar Parent and Child Education Institute (LPOA "DINAR"), there are around thirty students (enrolled in elementary school) who are under 6 years old (this data was taken from five schools in East Java, private and public, in February-May 2015). Parents often enroll their children in school because they believe they are ready. This readiness is indicated by the completion of a two-year-old child in preschool and/or the ability to read, write, and do simple arithmetic which is the basis for participation in formal elementary education.

Starting elementary school too early without considering the child's readiness will have negative impacts, including children who are not ready to enter elementary school becoming less independent, anxious, frustrated, having difficulty adapting and having difficulty concentrating when you get lessons. This is in accordance with Sadriana's observations that some children who enter elementary school often experience problems in independence, concentration, social relationships, motivational problems, and poor learning abilities, clumsy and rough writing, misspelling letters and numbers, and poor reading skills. etc., in addition to problems in parenting, including tantrums, hitting, and hurting friends (Sadriana, 2018).

Family is the first environment for children. In the family environment, children initially receive different influences (values). Therefore, the family is the oldest natural and informal learning institution. In a family, parents are educators and children are students. Family, the basic educational environment, has a great influence on the development of a child's exemplary personality. In the family, children first learn values and norms. Family education equips children with the necessary basic knowledge and skills, religion, beliefs, moral values, social standards and attitudes to life (Helmawati, 2014).

Educational issues are issues that affect coexistence in families and social life. Education is a very important activity because it is an activity that determines human life and culture. (Umi Kulsum, 2021).

According to Santrock (1996) in his book Retno Pangestuti, Development is one of the changes that begins at conception and continues throughout life. This is complicated because there are many processes involved, including biological, cognitive, and socio-emotional processes. JF Biksu et al. (2001) added that the concept of development refers to the process towards perfection that cannot be repeated based on growth, maturity, and learning. From a psychological perspective, development can be understood as a process of quantitative and qualitative change that occurs in an individual throughout his life, starting from conception, infancy, childhood, adolescence and adulthood. In the Dictionary of Psychology, Chaplin (2002) describes development as changes that occur in an organism from birth to death, growth, changes in physical integration into activities, and the emergence of adulthood.

The development of all aspects of child growth and development should start from the earliest stage, especially since Kindergarten, as regulated in the Government Regulation of the Republic of Indonesia Number: Decree of the Minister of Education and Digital Culture Number 27 of 1990 concerning Preschool Education and Decree of the Minister of Education and Digital Culture: 0486/U/1992 explains that early childhood education (TK) aims to help lay the foundation for the development of attitudes, knowledge, skills and creativity needed by students to adapt to their own environment, as well as for further growth and development (Pratiwi Wiwik, 2010).

From the discussion above, we can conclude that it is not easy for students to transition from kindergarten (TK) to elementary school (SD). Therefore, parents need to prepare their children as well as possible to enter the formal level. Assess the child's reading comprehension, but pay attention to the child's overall readiness, both psychologically and spiritually, so that the child is ready to continue to the next level of education that exists.

METHODS

This study uses quantitative methods. Quantitative methods are a means to gain knowledge or solve problems faced and are applied carefully and systematically and the data collected is in the form of a series or collection of numbers. (Toto Syatori Nasehudin, 2015). Data were obtained by interviewing and directly teaching elementary school children at SD 24 Betung, Taja Indah Village. The research findings were then analyzed together with theoretical studies on seven aspects of elementary school student development. The results of the study showed seven aspects of development that affect the teaching and learning process in the classroom. These aspects of development are also influenced by genetic factors, family environment, and the child's socialization environment. Therefore, it is important for parents to monitor their child's growth and development so that they become great individuals. From this study, the researcher conducted observations on student behavior, including students who were active, who were more passive, who had a high social spirit, who liked reading, drawing and coloring, who liked chatting during class hours.

RESULT AND DISCUSSION

Development can be understood as a process of quantitative and qualitative change in each individual throughout his life, starting from conception, infancy, childhood, adolescence to adulthood. Development can also be understood as a process of change in individuals or organisms both physically (physical) and psychologically (mental) towards a level of maturity or maturity that occurs systematically, consistently, gradually and continuously (Syamsu, 2012). Jean Piaget (1952) is a psychologist who proposed an important theory about cognitive development. According to him, the stages of cognitive development according to age are as follows: sensor, 0-2 years, manual motor, 2-7 years, concrete motor, 7-12 years and official function, over 12 years. Aging In addition to involving physical and motor development, cognitive development also affects and influences other areas of development such as moral and religious judgment, language, social aspects of society and emotions. For example, students with good cognitive development will be able to understand social values and rules as well as good moral reasoning.

Development can be understood as a gradual and continuous change in a person from birth to death (Syamsu, 2014). Development occurs in an individual as a result of several processes, namely biological processes, cognitive processes, and socio-emotional processes that are interdependent and influence each other. Biological processes can affect cognitive processes, cognitive processes can enhance or inhibit socio-emotional processes, and emotional processes can affect cognitive processes and vice versa (Santrock in Christiana, 1995).

There are two important factors that influence language development, namely: Maturation process, namely the child becomes mature (active vocal/voice apparatus) to speak. Learning process, meaning that the child is mature enough to speak, then learns other people's languages by imitating or copying the speech/words he hears. In schools, language lessons are given to enrich vocabulary, teach sentence structure, proverbs, literature, and composition skills (Syamsu, 2014).

The process of child development is marked by the process of physical, emotional, social, and behavioral changes experienced by an individual from birth to adulthood. Child development is also a process that is influenced by several factors, such as family environment factors, culture and personal experiences that occur in students. In child development is also influenced by genetic factors, namely the role that determines the genetic potential of a child.

Social emotional development, the goal of this social development is to achieve maturity in social relationships. This can also be seen as a learning process to adapt to the norms, traditions, and ethics of the group (religion). The social development of elementary school children is marked by the expansion of social interactions. In addition to family, children also begin to establish new relationships with their peers (peer group) or classmates, so that their social relationship space becomes wider. At this age, children begin to have the ability to adapt (egocentric) with a cooperative attitude (working together) or prosocial (wanting to care about the interests of others).

Children may be interested in the activities of their peers, and the stronger their desire to be accepted as a member of a group (gang), the more unhappy they will feel if they are not accepted into their group.

Emotional Development: Common emotions experienced at this stage of learning development are anger, fear, jealousy, envy, affection, curiosity, and joy (feelings of joy, satisfaction, or happiness). Emotions are the dominant factor that influences individual behavior, including learning behavior in this case. Positive emotions such as feelings of joy, enthusiasm, joy or curiosity will motivate individuals to focus on learning activities such as paying attention to homework and being disciplined in learning. Conversely, if negative emotions accompany the learning process such as feelings of dissatisfaction, frustration, lack of enthusiasm, then the learning process will be hampered, meaning that individuals cannot focus their attention. to do so. experiencing failure in their studies. Given this, teachers should pay attention to creating interesting or conducive learning situations so that an effective teaching and learning process is created (Syamsu, 2014).

In this case, students of SD 24 Betung, all of them already know each other. Some of them said that being an elementary school student is more fun than their life when they were in kindergarten, All students also always seem cheerful when entering the classroom. However, there are also obstacles in their learning process. Some teachers said that some of them cannot or are not yet fluent in reading and writing. The involvement of parents and the school must be there, and parents always respond positively to every report from the homeroom teacher about their children. Therefore, the homeroom teacher also said that some of them who are not or are not yet fluent in reading and writing do private reading and writing lessons at home.

Child Development Analysis

From the research conducted by the author using the field observation method, the author conducted observations at SD 24 Betung. From these observations, aspects of student development will be analyzed, as well as factors that influence development and development problems. The aspects analyzed include physical, cognitive, ethical, religious, and linguistic aspects. Physically, all students are in good physical and mental health. There are children who are physically advanced but this is not comparable to their cognitive development so that their cognitive development appears slow. Meanwhile, some other children have average physical health but have cognitive advantages. Regarding the cognitive aspect.

Morally, all students have good character and do not exceed the limits of reasonableness for children their age. Regarding the religious aspect, 50 of the total students admitted to praying diligently and on time. There are also those who admit that their prayers are not yet diligent and on time. In terms of language, all students of SD 24 Betung use language well, as evidenced by the fact that no students have speech disorders. In addition, they are polite in communicating with their elders, using Indonesian correctly and accurately.

Interviews were also conducted with students regarding activities at home, such as home school schedules and daily activities. Some children who were interviewed answered that their parents always told them to study, while other children answered that they studied according to their conscience without being reminded by their parents. And during the learning process, there were children who were accompanied by their parents, and some were not accompanied by their parents. From the various interviews, researchers also found that child development is influenced by many factors. The most prominent factor is the family factor. In addition to family factors, environmental factors also influence the development of these 7 aspects. Therefore, it is important for parents to create an environment that stimulates the development of certain aspects in their child's development.

Characteristics of Children

Based on the observation results, the results obtained are that students have a quick response when spoken to, have a smiling expression, are comfortable in class, can complete homework at school, and line up according to schedule. rules. regulations. Some students are also honest and show affection, but there are also students who do not show an attitude of sharing food, books, and stationery. When in class, of course children have different characteristics. According to a teacher who teaches at SD 24 Betung, the characteristics of her students vary greatly, some cry easily and some are naughty. In addition to the child's internal factors, other factors also influence a child's readiness to go to school. Based on the results of Kurniasari's research (2015), a child's school readiness can also be influenced by (1) the mother's status, (2) parental stimulation, and (3) school. An additional explanation is that working mothers have children who are more ready to enter elementary school because they have more time to monitor and stimulate their child's growth and development. In addition, the role of parental stimulation also greatly influences a child's school readiness. If parents do not provide stimulation because they feel that the school has provided enough stimulation to their child, then this perception must actually be changed, so that parents as the closest people also encourage their children in their daily lives to work together with the school. In addition, the role of schools in shaping children's school readiness is no less important. Schools that create a curriculum based on children's needs make children more independent, more responsible and offer a variety of experiences that can sharpen children's cognitive development, social skills, and independence. Children as social beings are part of a social system that makes them connected to many things such as family, school, neighbors and many others that influence or affect each other directly or indirectly. The impact is also seen when children are in transition to formal education. Careful preparation and planning are needed from parents to ensure incentives, education and conditions that are in accordance with the child's needs, to develop school readiness and so that children are ready and successful before the transition.

CONCLUSIONS

School readiness is an important thing that children need to learn before entering elementary school (SD). Preparation at school can help children adjust to the transition period, because teaching in kindergarten/PAUD is very different from teaching in

elementary school. Based on several studies, it is known that children who are ready for school are more likely to be involved in learning, complete homework, and perform better academically than children who are not ready for school and will have a positive attitude. Learning concepts and interests. Thanks to the collection of documents that the author has compiled, we also know that school readiness factors are not only based on age, reading, writing, and arithmetic abilities, but also have other influencing factors. Other influencing factors are also closely related to the child's psychological factors, namely (1) physical/motor development, (2) cognitive development, (3) language development, (4) social emotional development and (5) development of child independence. Other factors outside the child that also influence a child's school readiness are (a) maternal status, (b) parental encouragement, and (c) school. Therefore, the opportunities and incentives provided by parents, schools, and the community that influence children's readiness to learn must be implemented optimally so that children are ready to learn and contribute to school success.

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