

# Children's Readiness for Entering the Primary School Among Full-Day and Regular Kindergarten Students

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**Abstract:** There are two types of kindergarten programs in Indonesia, the full day and the regular one. Both of them will give different result on the readiness of children for entering the primary school. The aim of this study was to determine the children's readiness differences between full-day kindergarten students and the regular ones to enter the primary school. The population of this study was kindergarten students in Boyolali, samples were taken by purposive random sampling method, 81 students from Aisyiyah Kindergarten and Al-Hikam Kindergarten were taken for this study. The data analysis method of this study was t-test method. Based on data analysis result, there was an average children's readiness difference between the full-day kindergarten students and the regular ones, the average readiness value of regular kindergarten students was 144.31 while the full-day ones was 155.82 with the significance of  $p=0.038$  ( $p<0.05$ ), which means there was a students' readiness difference from both types of kindergarten. The result of this study indicates that: (1) there are some children's readiness differences for entering the primary schools. (2) The children's readiness of the full-day kindergarten students is high-categorized. (3) The children's readiness of the regular kindergarten students is average-categorized.

## 1 INTRODUCTION

Children will experience physical, emotional, cognitive and psychosocial development. One of the conditions to optimize the children's ability comes from educational world. Therefore, Early Childhood Education (ECD) is needed by children aged three up to five years to optimize their abilities.

Before entering the primary educational level, children should have a school readiness. According to Prasetya (2006), the readiness of children to enter the primary school can be seen by the ability of the children to take care of themselves, capability to carry out certain activities on their own initiatives, also ability to control, manage and express emotions appropriately. Viewed more broadly, according to Hurlock (Sulistyaningsih, 2005), the children's readiness to enter the school consists of physical and psychological readiness, which includes emotional, social, and mental readiness.

## 2 LITERATURE REVIEW

Kindergarten is a formal early childhood education (Sisdiknas, 2003). Kindergarten is one of education for children aged 4 up to 6 years i.e. in preschool age. Kindergarten curriculum is focused on the provision of education stimulus to help the physical and spiritual growth and development, thus children are ready to enter further education.

Nowadays, there are two types of kindergarten programs, the regular program and the full-day one. Regular program has some advantages, such as the absence of the variety of learning methods, the children will feel easier in order to obtain the lessons, thus the children do not easily get bored or tired when they are in home. Besides, children have enough time to play at home or hang out with family. While its disadvantage is by using 3 hours effective time, there is no other activities except in that time of playing and learning. Thus, there is no development of creativity, science or religiosity. It causes the lack of interaction with peers and no establishment of an opened communication with teachers. It is different from full-day program, according to Anjaryati (Purwanto,

2010), the positive impacts of full-day school are increasing children's cognitive ability, superintending the diversity of children's learning needs from different abilities, giving better effects to the disadvantaged children, and reducing the achievement gap among the children. Full-day school is also well known for emphasizing religious learning than the regular one. Parents expect their children get better religious education/character and moral coaching in full-day schools. Besides positive impacts, there is also a negative impact of a full-day school. The opportunity and ability of children to interact with their environment is socially and emotionally tend to decrease. Children are also too tired because of the decreasing of their rest time. Children has been taught to socialize and play with friends and teachers at school, but socialization process in school is different from home. Socializing and playing with family and peer groups or neighbours at home is also important for children's social and emotional development.

Full-day school has more curriculum, therefore the stimuli which are given to the children are more than the regular one. According to Gandasetiawan (2009), the more children receive a stimulus and are allowed to explore the stimulus, the better children's potential would develop. If this process occurs in the period of 0-6 years of children, when the brain can records many stimuli, the children would be able to learn and understand various responses which have been obtained. In addition, full-day school students are more independent and have better social ability, hence children who are studying in the full-day program have better readiness than the regular one.

### 3 METHOD

Population of this study was kindergarten students in Banyudono subdistrict, Boyolali regency, Central Java. Samples were taken by purposive random sampling method. Samples of this study were B class students from regular and full-day kindergarten. There were 41 children from Regular Kindergarten and 40 children from Full-day Kindergarten. Data were collected using measuring instruments: Frostig test, Nijmeegse Schoolbekwaamheids Test (NST), both of them to measure the school readiness to enter primary school; and Coloured Progressive Matrices (CPM) to measure intelligence quotient (IQ). This study used quantitative method and independent sample t-test analysis.

## 4 RESULT AND DISCUSSION

Before testing the hypothesis, researchers tested assumptions consisting normality and homogeneity testing. The result of the normality test showed a normal distribution, it can be seen on its Kolmogorov-Smirnov value 0.200 ( $p > 0.05$ ). The result of homogeneity test showed  $p = 0.723$  ( $p > 0.05$ ), which means it is considered as a homogenous data distribution, where both of the types have same characteristics.

From the analysis of hypothesis testing, it can be known that there was a difference mean value between the readiness of the full-day school students and the regular ones. The mean of readiness of full-day school students was 155.82 and the regular ones was 144.31 with significance of  $p = 0.019$  ( $p < 0.05$ ), which means there was a difference readiness of children to enter the primary school from both types of school, where full-day school students had higher readiness.

The difference was due to the fact that full-day school had more curriculum than the regular one. Regular school only had a type of curriculum which was based on National Education Curriculum (NEC) of the National Education Standards Agency, while the full-day curriculum had three types of curriculum, such as National Education Curriculum, Curriculum of Ministry of Religious Affairs, and the Islamic curriculum from its foundation. Each curriculum had competence standards that should be achieved by children, full-day school students needed more time to achieve them. With more intensity to meet up at classes, thus the amount of stimuli which would be given became higher, therefore the children would achieve the maximum competence. It was relatable to Thorndike's opinion on the law of exercise theory, relations between stimuli and responses would be bonded stronger by the increasing amount of responses done towards the stimuli. By doing exercises, the relationship between stimuli and responses became stronger (Djiwandono, 2002). It was also supported by Gandasetiawan (2009) who stated that the more children receive a stimulus and are allowed to explore the stimulus, the better children's potential would develop. Hence, with the increasing number of exercises, the result would turn out better. Full-day school which had more curriculum and time of learning, had given more stimulations for children, thus the higher frequency and intensity of learning could make children's potential development better and had more readiness than the regular ones.

Table 1: Categorization of children entering elementary school readiness.

Interval	Category	Emp. Average
$170.30 \leq X \leq 204.15$	Very High	
$155.65 \leq X \leq 170.30$	High	155.82 (F-Day)
$144.01 \leq X \leq 155.65$	Medium	144.318 (Reg.)
$129.85 \leq X \leq 144.01$	Low	
$89.34 \leq X \leq 128.85$	Very Low	

Based on table 1, there is a different readiness among the children from both types of program. Full-day program had the average value 155.82 while the regular one 144.318. The average readiness of the regular program students was medium-categorized, while the full-day program was high-categorized.

Table 2: Readiness of Children Seen From NST Equipment.

Category	Frequency		Empirical Average
	F-Day	Reg	
Ready	25	15	95.65 (F-Day)
Hesitant	10	15	92.75 (Reg.)
Not ready	5	11	
Total	40	41	

Information:  
 F-Day = Full-Day  
 Reg. = Regular

From table 2, based on NST test result, full-day school had 25 students who were ready to enter the primary school and 5 students who were not. While regular school had 15 students who were ready and 11 students who were not. Full-day school's average readiness was in ready category (95.65) and the regular's average readiness was in hesitant category (92.75). based on the data, there was an average readiness difference between regular kindergarten students and the full-day ones.

Table 3: Categorization Frostig Test Equipment.

Category	Frequency		Empirical Average
	F-Day	Reg	
Above the average	32	19	108.375 (F-Day) 101 (regular)
Under the average	8	22	
Total	40	41	

From table 3, we can see children's readiness to enter the primary school based on Frostig test, in fine motorical development, 32 students from full-day

school were above the average and 8 students were average-categorized. While, 19 students from regular school were above the average and 22 students were under the average. In fine motoric development, full-day school had higher average value than the regular one. But, in categorization, there is no difference from both types of kindergarten, both of them had above the average fine motoric ability.

Table 4: Categorization Test Equipment CPM.

Category	Frequency		Empirical Average
	F-Day	Reg.	
Very Good	18	14	
Good	13	11	76.25 (F-Day)
Sufficient	4	6	63.38 (Reg.)
Low	4	8	
Very Low	1	2	
Total	40	41	

From table 4, based on CPM test, there were 18 students from full-day school and 14 students from regular school had very good intelligence, 13 students from full-day school and 11 students from regular school had good intelligence, 4 students from full-day school and 8 regular school had low intelligence, 1 students from full-day school and 2 students from regular school had very low intelligence. The average intelligence of full-day school was good (76.25) and the regular one was sufficient (63.38). based on the data, it can be seen that there was an average intelligence difference between full-day school and the regular one.

Table 5: Categorization Readiness Children Entering Kindergarten Following SD Full-Day and Regular Education Program.

Score Interval	Category	Frequency		Total
		Reg.	F-Day	
$170.30 \leq X \leq 204.15$	Very High	6	10	16
$155.65 \leq X \leq 170.30$	High	5	11	16
$144.01 \leq X \leq 155.65$	Medium	9	8	17
$129.85 \leq X \leq 144.01$	Low	10	6	16
$89.34 \leq X \leq 128.85$	Very Low	11	5	16
Total		41	40	81

From the table 5 above, it can be seen that there were 21 students of full-day school had above the average readiness to enter the primary school, 8 students had average readiness and 11 students had

under the average readiness. While 11 students of the regular school had above the average readiness to enter the primary school, 9 students had average readiness and 21 students had under the average readiness. Based on the comparison above, majority of regular kindergarten students had very low readiness to enter the primary school while majority of full-day ones had high readiness to enter the primary school. However, there were still some full-day school students had under the average readiness, it was due to some other factors such as the background of parents, teachers and environment.

## 5 CONCLUSIONS

Based on data analysis and discussion, we can understand that: first, There are some children's readiness differences to enter the primary school between full-day school students and the regular ones, where full-day program has better readiness; second, Children's readiness of full-day students to enter the primary school is high-categorized; third, Children's readiness of regular students to enter the primary school is low-categorized.

Researchers hope this study can be useful for ourselves in particular and others in general. Feedback and criticism that will enrich the study about children's readiness for entering the primary school issues will be accepted with pleasure. Thank you.

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