

Identification of the PAUD to SD Transition Period Program at the Mobilization Elementary School in Bandung City

Huriah Rachmah^{1*}, Eko Surbiantoro¹, Khambali¹, Muhammad Dwieky Cahyadi¹, Muhammad Lucky Fahrezi¹, Yafie Rifqi Fauzan¹, Risal Fatihatunnisa¹, Farhah Fitrotun Nisa¹

¹ Universitas Islam Bandung, INDONESIA

Received xxx • Revised xxx • Accepted xxx

ABSTRACT

Readiness of children to enter elementary school (SD) is always based on their ability to read, write and count (calistung) so that some elementary schools provide calistung ability requirements when entering elementary school. Stages of early age based on The Independent curriculum is 0-8 years old, so early education still lasts until the child steps on the 2nd grade. Therefore the government has launched a transition period program from early childhood to elementary school, which starts in 2023, so that children get their rights acquire the capabilities of the already established foundation. Based on the results of initial observations, the implementation of the transition period in each schools are different so that one reference is needed that can help the school to implement the program. Research it aims to identify the transition period program in 4 (four) schools by using phenomenological methods, so that can produce a transition period program model that can be adapted by other schools.

Keywords: school; transition period; early childhood; elementary school

INTRODUCTION

Implementation of Independent curriculum at the level of Early Childhood Education (PAUD) means independent Play. The learning process in early childhood education aims fun for children because play is learning and have readiness for further education is elementary school (SD) [1]. Paud transition to SD is done with provide the foundation ability that is the right of every child. During this time, the transition from early childhood to elementary school is often not run smoothly because there is a misconception of learning practices in SD / MI and pursue package A where the readiness of children learning in elementary school is to have the ability to read, write and count (calistung) including some elementary requires the ability to read [2, 3]. The next misconception is the ability of calistung can be done in short, whereas learning can be done gradually and fun [4, 5].

The age phasing of early childhood education is 0-6 years in accordance with the law on the National Education System No. 20 of 2003 and Permendikbud 137 of 2014 on PAUD standards, so that the general public have a perception that education for early childhood only until the age of 6 years or until the level of Education kindergarten [6-9]. National Association of Education for Young Children "early childhood is a group of individuals who are in the age range between 0-8 years", meaning that if you look at the level of school age in Indonesia, until Grade 2 elementary school, students are still in the early age range [10, 11].

Based on these misconceptions and age stages, Kemdikbudristek carried out the PAUD-SD transition movement starting in 2023. Paud-SD transition is a movement that ensures that every child has the right to be fostered the ability of the foundation although the condition of students is different [12]. The ability to build foundations continuously starting from the age of early childhood until Elementary School Grade 2 with reference to early childhood 0-8 years. For this reason, the child will be ready for school when he has the foundation ability as a lifelong learner [13]. The policy is to prohibit the calistung test when PPDB SD, carry out the introduction period in the first two weeks and implement continuous learning in early childhood and elementary school.

Bandung City Education Office responded well to the policy of this transition period by banning the calistung test and implementing the school environment introduction period (MPLS) in elementary schools for 2 weeks [14,15]. But there is not yet standard documents on the implementation of PPDB and MPLS in elementary school, so that every school interpret the implementation the transition period is different. The results of previous research explain, one elementary school that has been implementing MPLS is Ashfiya Elementary School in Bandung, MPLS program is conducted for 3 hours for students from Ashfiya kindergarten [16].

Based on empirical evidence about the misconception of learning in early childhood and elementary school and the application of the transition period PAUD-SD then the formulation of the problem for this study is the identification of the implementation of the transition movement PAUD-SD in elementary school movers in Bandung. The specific purpose of the study is to identify implementation PAUD-SD transition movement in elementary schools in the city of Bandung movers by producing documents about implementation of the transition period movement early childhood elementary school in the city of Bandung, publication in the journal Sinta 3, produced a book the results of research on the implementation model of the transition period of early childhood education, dissemination at the International Seminar Forum Bandung Annual International Conference (BAIC) and register IPR in Kemenkumham.

MATERIAL AND METHODS

Methods

This study aims to identify the movement program of the transition period from early childhood to elementary school in the driving school in the city of Bandung. The approach used is qualitative with phenomenological method. In this study Researchers will conduct research in 4 (four) elementary schools that have become driving schools in the city of Bandung to conduct interviews, observations, documentation and conduct focused group discussions so as to identify each program conducted in each school.

Instrument

Documentation studies conducted to see the results of activities in the previous year

because the program began in school year 2023-2024. While for interviews conducted on the main informants are principals and teachers Class 1 with a phenomenological approach so that researchers can see how schools make future programs transition from PAUD-SD starts from the admission of new students and the introduction of the school environment (MPLS) to period 2024-2025. Phenomenological interview results will be interpreted from the point of view of education so that can see the positive relationship of the program made with the needs of learners. The researcher will act as interviewer and observer at the school under study so that in-depth observations carried out in conjunction with interview. Participatory observation will observe directly the phenomena that occur, recording social behavior in the real situation.

After data analysis is done, then the validity of the data is done by triangulating the source of the results observation, interviews and documentation so that the same data will be generated. Observation Data compared with data from interviews and documentation related to the transition period program PAUD-SD. To triangulation of the technique will be carried out to parents of students already in Grade 1 and school supervisors. After data collected, it will be conducted focus group discussion (FGD) by providing open-ended questions for participants can freely express their opinions. Query settings for FGD execution are given to the FGD participants, namely School Principals and 1st grade teachers, so that they will get the required data.

After identifying the transition period program in each school, researchers will formulate reference books related to this program. This reference book will contain guidelines and good practices that have been done by the school under study. The 2nd Year Plan of the study is to conduct a limited trial of the reliability of the book references are prepared so that in the 3rd year is expected to be applied in schools in Bandung. Stage research activities and achievement indicators as follows.

Table 1. Stages of research and achievement indicators

No	Stages	Activities	Access Indicators	Place of implementation of activities
Year 1 Research				
1	Process Epoche	Understand the concept of the transition period point of view of informants with eliminate biases, opinions and prejudices of researchers	The Concept Of Time Program Transition in elementary school	1. SDN 037 Sabang Kecamatan Bandung Wetan
2	Process Phenomenological reduction	a. Braceting b. Horizontalizing	Data about the time program the transition that has been separated by answers irrelevant	2. SDN Cihampelas Kecamatan Coblong
3	Process imaginative variation	a. Creating Systematics meaning of the transition period by each school b. Identifying the cause of the problem emergence of the phenomenon c. Consider the structure programs created	a. Structura description of school experience b. Underlying factors created the program transition period in elementary school	3. SDN 189 Neglasari Kecamatan Coblong 4. SD Taruna Bakti Kecamatan Bandung Wetan

No	Stages	Activities	Access Indicators	Place of implementation of activities
4	Process syntesis of meaning and essences	a. Fundamental integration of previous process b. Understanding the universal as things do not happen by itself	In-school experience forming a time program transition in elementary school	
5	Focus Group Discussion	a. Implemented with inviting the principal, 1st grade teacher and supervisor b. Provide open-ended questions	Data that is already valid about the time program transition at each school	
6	Dissemination of research results	1. Journal Of Dynamics-Sinta 3 (reviewed) https://jurnalnasional.ump.ac.id/index.php/Dinamika/index 2. Research Result Book 3. Registration of IPR for books References (granted) 4. Dissemination at BAIC	1. Articles in journals 2. Reference Books 3. Copyright 4. PPT research results for BAIC	Indonesia

Procedures

Validity of the data is done by triangulating the source of the results observation, interviews and documentation so that the same data will be generated. Observation Data compared with data from interviews and documentation related to the transition period PAUD-SD program. For engineering triangulation will be carried out to parents of students already in Grade 1 and school supervisors. After data collected, it will be done focus group discussion (FGD) by providing open-ended questions for participants can freely express their opinions. Query settings for FGD execution are given to the FGD participants, namely School Principals and 1st grade teachers, so that they will get the required data.

Data Analysis

Documentation studies conducted to see the results of activities in the previous year because the program began in school year 2023-2024. While for interviews conducted on the main informants are principals and teachers Class 1 with phenomenological approach so that researchers can see how schools make future programs transition from PAUD-SD starts from the admission of new students and the introduction of the school environment (MPLS) to period 2024-2025. Phenomenological interview results will be interpreted from the point of view of education so that can see the positive relationship of the program made with the needs of learners. The researcher will act as interviewer and observer at the school under study so that in-depth observations conducted in conjunction with interview. Participatory observation will observe directly the phenomena that occur, recording social behavior in the real situation.

After identifying the transition period program in each school, researchers will formulate a reference book related to this program. This reference book will contain guidelines and good practices that have been done by the school under study. The 2nd Year Plan of the study is to conduct a limited trial of the reliability of the book references

are prepared so that in the 3rd year is expected to be applied in schools in Bandung.

RESULTS AND DISCUSSION

Developing and Validating

The transition from early childhood education (PAUD) to elementary school (SD) is a critical period in a child's educational journey. In Bandung, various schools have implemented the School Environment Introduction (MPLS) programs to facilitate this transition. This section will describe and validate the MPLS activities at four Mobilization Elementary Schools in Bandung, highlighting their focus on familiarizing new students with the school environment, culture, and values

Table 2. School and Material MPLS

No.	School	Material
1.	SDN 037 Sabang Kecamatan Bandung Wetan	At SD Sabang, the activities for the School Environment Introduction (MPLS) include a series of events designed to familiarize students with the school environment and culture. Students will tour the school with teachers and peers, learn about the school culture by understanding the values of "Nyaah ka Sasama" (caring for each other), and create class agreements to foster a harmonious learning atmosphere. They will also be introduced to scouting activities and encouraged to develop a sense of environmental responsibility. Various extracurricular programs and the school's etiquette will be presented. The main focus of MPLS will also be on instilling religious values and positive behaviors, such as "pikukuh opat nyaah ka Allah" (four ways to love God), and providing disaster simulation exercises to prepare students for emergencies. Finally, students will be encouraged to cultivate values such as honesty, independence, mutual respect, appreciation of diversity and unity, and discipline to build integrity, a strong work ethic, and a spirit of cooperation
2.	SDN Cihampelas Kecamatan Coblong	At SDN 065 Cihampelas, the School Environment Introduction (MPLS) is designed to familiarize new students with various aspects of school life, following the theme "Gera TanBul SaTe AyAm: Movement Against Bullying, Love Your Friends, Let's Implement It." The activities begin with introducing students and parents to the school environment and helping them get to know themselves and the school community. Students will then learn about school routines, followed by an introduction to scouting and extracurricular activities. The program also includes understanding different forms of violence, getting to know fellow students, and familiarizing with healthy school practices. Additionally, students will be introduced to the practice of Kamis Nyunda and will conclude with the practice of sholat duha and the MPLS closing ceremony.
3.	SDN 189 Neglasari Kecamatan Coblong	At SD Neglasari, the School Environment Introduction (MPLS) is designed to introduce new students to various aspects of school life through fun and educational activities. The program begins with teachers introducing themselves through skills such as singing or storytelling. Next, students introduce themselves and their families by bringing and displaying their favorite photos on a board or photo gallery. Students will be informed about the school's vision, mission, and rules. They will then be introduced to school programs and extracurricular activities through joint exercise sessions, healthy snack times, anti-bullying and anti-harassment socialization, and demonstrations of extracurricular activities like scouting, arts, sports, and BTQ. Tolerance and values of good character are taught through videos, prayers, and stories such as "The Little Deer and the New Friend." To promote courtesy, students will learn about "magic words" such as "Please, Sorry,

No.	School	Material
		Excuse Me, and Thank You" through songs and role-playing games. Students are also taught to queue, concentrate, and follow class entry procedures by creating pictures of their aspirations. Activities that students enjoy include singing the song "Here Happy, There Happy," storytelling, crafting, and discussing their creations. Additionally, students will practice following simple instructions through games like "Mother Says," making pictures about cleanliness, and performing independent tasks such as tidying up supplies and backpacks. They will also learn to count objects and understand the concept of time by singing songs and observing objects around them. Finally, students and their parents will create dreams and hopes to be realized during their time at school through activities like exercising together, cleaning the environment, making commitments, and designing their dream classroom
4.	SD Taruna Bakti	At SD Taruna Bakti, the School Environment Introduction (MPLS) is designed to support the transition of new students from early childhood education (PAUD) to elementary school through various activities. First, the potential of new students is introduced by implementing a series of learning activities that assess their achievements after MPLS. Second, helping new students adapt to the school environment involves introductory activities that engage parents, including inviting them to accompany their child to school on the first day. This helps create a sense of security and establishes a partnership between parents and teachers. Third, motivation, enthusiasm, and effective learning methods are fostered through enjoyable activities and the creation of class agreements. Fourth, positive interactions among students and other school members are developed through activities that promote harmonious relationships within the school. Finally, MPLS aims to instill positive behaviors such as honesty, independence, mutual respect, appreciation of diversity and unity, discipline, and healthy living, to shape students who possess integrity, a strong work ethic, and a spirit of cooperation.

DISCUSSION

The MPLS programs at several elementary schools in Bandung City aim to facilitate a smooth transition from early childhood education (PAUD) to elementary school. Each school implements unique activities designed to introduce new students to the school environment, culture, and values, fostering a sense of belonging and preparedness for their educational journey [17, 18]. Entry into primary school marks the beginning of the child's educational transition, representing the transition from the stage of early childhood education to primary education and early childhood education is a key cornerstone that strategically shapes human potential [19].

SDN 037 Sabang Kecamatan Bandung Wetan focuses on familiarizing students with the school environment through tours, cultural understanding, and the establishment of class agreements. Key aspects include environmental responsibility, religious values, and positive behaviors. Extracurricular activities and etiquette are emphasized, alongside disaster preparedness and fostering values such as honesty, independence, and mutual respect. SDN 065 Cihampelas Kecamatan Coblong adopts the theme "Movement Against Bullying, Love Your Friends, Let's Implement It." Activities include introducing students to the school environment and routines,

scouting, and extracurricular activities. Emphasis is placed on understanding forms of violence, healthy school practices, and religious observances. The program aims to promote a safe, respectful, and inclusive school culture. SDN 189 Neglasari Kecamatan Coblong introduces students to school life through engaging and educational activities. Teachers and students share personal stories and photos, fostering a sense of community. The program highlights the school's vision, mission, and rules, with a strong focus on character education through storytelling, songs, and role-playing. Activities encourage good manners, independence, and a sense of responsibility, while promoting creativity and teamwork. SD Taruna Bakti Kecamatan Bandung Wetan supports the transition with activities that assess students' achievements and help them adapt to the school environment. Parental involvement is encouraged to create a sense of security and partnership. The program emphasizes motivation, enthusiasm, and effective learning methods through enjoyable activities. It fosters positive interactions and instills values of honesty, independence, respect, and discipline.

Overall, these MPLS programs share common goals of easing the transition to elementary school by creating a welcoming and supportive environment [20]. They aim to instill essential values and behaviors, promote positive interactions, and prepare students for a successful educational experience [21]. The quality of early childhood education is a significant predictor of language and literacy development, socio-emotional maturity, and behavioral engagement [22]. Transition is defined as a change that produces one stage or state to another state that is different in each event or not an event [23, 24]. Based on the results of the study it can be concluded that there is a positive and significant influence between the involvement of parents on the ability of literacy and numeracy of children in the transition period of early childhood education-elementary school [25].

CONCLUSION

Based on research on the implementation of the School Environment Introduction (MPLS) at various elementary schools in Bandung, it is evident that each school employs a unique yet complementary approach in preparing students for the transition from Early Childhood Education (PAUD) to elementary school (SD). At SDN 037 Sabang, MPLS focuses on introducing school cultural values, instilling religious character, and preparing for emergencies. In contrast, SDN 065 Cihampelas uses the theme "Gera TanBul SaTe AyAm," emphasizing anti-bullying, familiarizing students with school routines, and extracurricular activities. At SD Neglasari, the MPLS approach prioritizes enjoyable and educational activities, including teaching character values and practicing courtesy. Meanwhile, SD Taruna Bakti involves parents to strengthen partnerships and create a sense of security for students, while emphasizing motivation and social skills development.

Overall, the implementation of MPLS across various elementary schools in Bandung demonstrates a commitment to building a strong foundation for students, aiming to help them enter elementary education with readiness and confidence. Through diverse approaches, each school strives to create a supportive environment for student adaptation, promote positive behaviors, and facilitate a smooth transition from PAUD to SD.

ACKNOWLEDGMENT

The authors would like to express their deepest gratitude to Universitas Islam Bandung for the unwavering support and resources provided throughout the research process. Special thanks are due to the administration and staff of the Elementary School in Bandung City for their cooperation and assistance during the data collection phase.

We are particularly grateful to the faculty members, Huriah Rachmah*, Eko Surbiantoro, and Khambali, for their insightful guidance and expertise, which were instrumental in shaping the direction and outcomes of this study. We also extend our heartfelt appreciation to the students, Muhammad Dwieky Cahyadien, Muhammad Lucky Fahrezi, Yafie Rifqi Fauzan, Risal Fatihatunnisa, and Farhah Fitrotun Nisa, whose dedication and hard work significantly contributed to the successful completion of this research.

Lastly, we acknowledge the valuable feedback and encouragement from our peers and colleagues, which motivated us to strive for excellence in our research on the transition period program from PAUD to SD at the Mobilization Elementary School in Bandung City.

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